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ABSTRACT

This packet contains an instructor's manual and a student workbook for a job-seeking skills course for persons with disabilities. The instructor's manual contains a suggested lesson plan for a 30-hour course. The lesson plan is structured around goals and measurable outcomes for each section of the seven-unit course. The manual also suggests teaching methods using techniques proven successful in programs at the University of Wisconsin-Stout. In addition, the instructor's manual contains appendixes providing master copies for class handouts, visual aids, and a participant's evaluation report that can be reproduced for use in documenting participant achievements. A list of 39 references is included to provide suggestions for further readings related to the area of job seeking and keeping skills. An order form for "The Americans with Disabilities Act Technical Assistance Manual" is provided. The student workbook contains seven units that cover the following topics: getting to know one another; knowing myself and choosing job goals; job application forms and resumes; getting ready to find a job; dealing with disability-related issues; getting a job and keeping it; and review. Information sheets and worksheets are provided for each unit. A glossary and list of 17 references are included. (KC)

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JOB SEEKING SKILLS

INSTRUCTOR'S MANUAL

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Job Seeking Skills Course
Instructor's Manual
Revised Edition

to be used with
The Job Seeker's Workbook
Revised Edition

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All information in this training manual is designed as technical assistance and not as legal advice.

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University of Wisconsin-Stout

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Foreword

The Job Seeking Skills Course is a product of a number of different contributors from the Stout Vocational Rehabilitation Institute at the University of Wisconsin-Stout. The JSS had its beginnings as a research project in the Research and Training Center. After field testing, it was published by the Materials Development Center for national distribution. At about the same time, it was adopted for use by the Projects with Industry Center in its job seeking skills classes. As a result of that use, it has been continuously modified and upgraded.

This present edition contains a number of improvements. First of all, we've updated a number of areas to reflect current labor market information. We've made many coursework changes based on our trainer's experience in teaching job seeking skills. Perhaps the most significant improvement is that both the student and the trainer's manual have been modified to reflect the ADA (Americans with Disabilities Act) Law so that job seeking trainees will know and understand their rights under this important new law.

Over the last ten years, this course has been used to train thousands of individuals in job seeking skills. We're confident that it will help you deliver a quality job seeking skills program.

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A Note to the Instructor

The Job Seeker's Workbook was developed to compliment a practical, step-by-step course on job seeking and job seeking skills. The following course outline and suggested lesson plan should prove helpful in defining and teaching your own Job Seeking Skills course. As the instructor, you are encouraged to be innovative with these materials and to supplement the written and discussion materials with audiovisual materials, role played exercises, speakers, tours, and whatever else your creativity sparks you to do.

Using videotape equipment in conjunction with roleplayed exercises and mock interviews is an effective teaching tool. One-on-one consultation, instruction, and feedback with the participants seems to enhance the student-teacher relationship. Of course, positive group interaction and discussion will build class rapport as well as individual interest and degree of participation.

Many individuals are reluctant to begin a Job Seeking Skills course. They feel they are already well prepared or they are opposed to beginning an actual job search for some reason. The reason might be anxiety about failure or low self-esteem. Then again, some individuals do not feel medically ready or do not want to go to work. The challenge for the instructor is to come to understand each of the participants well enough to understand their particular situation, what gives them confidence, and what motivates them. The individual degree of success will be up to each of the participants if you do a fair job of presenting the materials.

Because most participants feel apprehensive about beginning such a course, it is usually wise to begin slowly with as much individual recognition and positive feedback as possible. As group trust builds, it becomes easier to provide more critical constructive feedback as well as to challenge the participants to new heights of achievement.

This specific course is built around goals and measurable participant outcomes. Each of the seven units contains sections which will be documented for level of achievement through completion of the participant handbook exercises and work sheets. The final evaluative report is again structured around these same participant achievement outcomes. Hence, measuring individual course achievement levels should be a relatively simple process.

Finally, the Job Seeker's Workbook is meant to be a flexible and adaptable tool. It can be utilized in a variety of settings with a wide range of participants. It's our goal to gain further insights into the best teaching methods and techniques in order to share these with others. For this reason we encourage you to direct your feedback, thoughts, ideas and comments to us so that the workbook and course may continue to develop and improve.

Some Comments About the Format of the Instructor's Manual

The Instructor's Manual compliments the Job Seeker's Workbook. It contains a Suggested Lesson Plan for a 30-hour Job Seeking Skills Course. The Lesson Plan is structured around goals and measurable outcomes for each section of the 7-unit course. It also suggests teaching methods utilizing the Job Seeker's Workbook proven successful in teaching job seeking skills by the Projects With Industry staff at the University of Wisconsin-Stout. In addition, the Instructor's Manual contains appendices providing master copies for class handouts, visual aides, and a Participant's Evaluation Report that can be reproduced for use in documenting participant achievements.

Finally, an Instructor's Resource List has been included to provide suggestions for further readings related to the area of job seeking/keeping skills.

Remember, these materials will provide a good foundation for the teaching of a Job Seeking Skills Course. The instructor's creativity will make the course unique and appropriate to his or her needs.

Job Seeking Skills Course

A Typical One Week Class Schedule

Monday:

A.M.
- Course Orientation
- Introductory Exercise
- Interest and Values Clarification
- Personal Skills Identification

P.M.
- Job Goal Planning
- Review and Discussion of Application Forms
- Completion of Application "Help Sheet"
- Legal and Illegal Questions Asked by Employers

Tuesday:

A.M.
- Motivational Film (if available)
- Discussion of Job Resources and Job Search Plan
- Job Search Plan Development

P.M.
- Lecture and Discussion of Resume Development
- Begin Resume Development
- Letters of Recommendation and References

Wednesday:

A.M.
- Discussion of Various Application Procedures
- Role Play Common Interview Questions
- Discussion of Appropriate Dress and Grooming

P.M.
- Cover/Thank You Letters
- Placement Staff Participation
- Job Search Plan Completion

Thursday:

A.M.
- Completion of Resume with Placement Counselor
- Discussion of Disability Related Issues
- Videotape of Mock Interview

P.M.
- Informational Interview Discussion
- Continue Videotape (as needed)
- Discussion of Problem-Solving and Decision-Making Methods
- Employer Expectations and Job Keeping Skills

Friday:

A.M. - Videotape Review, Rating, and Feedback

P.M. - Final Wrap-Up of Class
- Complete Evaluation Form for Class
- Staffings Involving Individual Client, Family Members, JSS Course Staff and Appropriate Counselor(s) for Each Participant

Instructor's Guide to Understanding the Job Seeker's Behavior

Apparent Behavior or Problem	Possible Reason(s)
1) Appears to lack motivation to look for work	Doesn't want or need to work Doesn't know how to look for work Has low self-esteem, feels inadequate Has transportation problems Doesn't know what job(s) to look for Fears making personal contact with employers Is discouraged - fears failure and rejection Doesn't know how to explain past or present problem(s) Lacks initiative - needs support system Fears change from the routine
2) Unable to find appropriate job openings	Doesn't know where or how to look for work Doesn't have a realistic idea of appropriate job goals Considers only very limited options
3) Unable to get interview	Has problems with job applications, cover letter, and/or resume Not qualified for positions applying for Not making enough applications Making negative impression when applying
4) Interviews but is always rejected	Interviewing for jobs not qualified for Makes negative or inappropriate comments during interview Unable to express skills and qualifications positively during interview Unable to positively explain problem area during interview Not the best applicant
5) Unable to keep a job	Accepts the wrong type of job for him/herself Doesn't want or need to work Has problems getting along with others Does not understand employer expectations Has transportation problem Has poor work habits - is too slow, too careless Has poor appearance, grooming and/or hygiene Has personal problems

Suggested Lesson Plan for Teaching the Job Seeking Skills Course

Course Goal: To teach individual participants how to be more independent and successful in securing employment which meets their own values, interests, skills, and abilities.

Overall Participant Goal: The participant will have the awareness, skills, and tools necessary to enable him/her to independently seek, secure, and maintain employment that meets his/her own values, interests, skills, and abilities.

Suggested Lesson Plan

Unit I

Getting to Know One Another

Reference Workbook, pages 1 - 8
Estimated time to complete unit, 2-3 hours

UNIT 1: GETTING TO KNOW ONE ANOTHER

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section A - Why a Job Seeking Skills Course **Goal:** To introduce the purpose, the format, and goals of the class to the participants. **Participant Outcome:** During the 1st class hour, the participants will state at least two reasons why he/she wants to participate in the program.	**Methods (p. 3)*** * Orientation to classroom/facility and schedule. * Discuss course and goals with the class. * Participants complete and turn in Information Release Form - Handout #1.	
Section B - What Can I Expect to Happen? **Goal:** To define instructor expectations of the class for the participants and solicit their expectations. **Participant Outcome**: During the 1st class hour, the participants will cite at least one expectation he/she has of the course.	**Methods (pp. 4-6)*** * Class discussion on mutual expectations during JSS course. * Participants complete and turn in handout #2 - Pre-Job Seeking Skills Course Questionnaire	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section C - Getting to Know One Another Exercise **Goal:** To initiate and develop group trust, interaction, and discussion. **Participant Outcome:** During the 2nd class hour, the participant will begin to verbally and cooperatively participate in the group by volunteering appropriate information and/or opinions as well as by allowing others to talk without interrupting.	**Methods (pp. 7-8)*** * Getting to Know One Another Exercise - videotaped and replayed if possible. * Offer positive reinforcement and encouragement.	

*Refer to Job Seeker's Workbook

Suggested Lesson Plan

Unit 2

Knowing Myself and Choosing Job Goals

Reference Workbook, pages 9-34
Estimated time to complete unit, 2-3 hours

UNIT 2: KNOWING MYSELF AND CHOOSING JOB GOALS

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section A - What is Important to Me? **Goal:** To develop participants' self-awareness of personal work values and preferences. **Participant Outcome:** During the 3rd class hour, the participant will define at least 3 of his/her personal work values and preferences by completing worksheets and through group discussion.	**Methods (pp. 11-12)*** * Discuss meaning and importance of knowing own work values and preferences. * Complete work sheets on personal values. * List top 3 values for each student on board to reinforce and discuss.	
Section B - My Skills and Abilities **Goal:** To assist participants in identifying and recognizing their own vocational limitations and assets as well as specific skills and abilities. **Participant Outcome**: During the 3rd class hour, the participant will identify his/her specific vocational limitations and assets as well as compile a list of at least 10 relevant skills and abilities.	**Methods (pp. 13-25)*** * Complete worksheets on worker strengths, worker weaknesses, skills, and vocational interests and vocational goals. * Work with participants on identification of skills and abilities.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section C - Short Range Job Goals - Which Jobs are for Me Right Now? **Goal:** To assist participants in the establishment of appropriate and realistic short-term job goals. **Participant Outcome**: During the 4th class hour, the participant will select at least three appropriate and realistic short-term job goals for him/herself.	**Methods (p. 26)*** * Define and discuss short-term and long-term vocational goals. * Review interest and goal work sheets. * Have each participant share out loud any past work experience likes and dislikes and three immediate job goals. * Work one-on-one with participants to select/define three realistic short-term job goals. * Assist student in defining duties of each job he/she has defined as a goal. * Complete Handout #3 and provide one copy to participant and one copy to instructor. Makes participant think about the concrete issues of planning for a job search	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section D - Long-Range Goal Setting **Goal:** To assist participants in the establishment of appropriate and realistic long-term job goals. **Participant Outcomes:** During the 4th class hour, the participant will select one or two realistic long-range goals for him/herself.	**Methods (pp. 27-34)*** * Review definition of long-range goal. * Complete long-term goal setting exercise. * Work one-on-one with participants to select/define one or more long-range goals. * Have each participant share out loud his/her long-term goal(s) and explain how he/she plans to reach the goal(s). * Review "Some Common Wages Paid," "Is the Job Right for You," "Fastest Growing Occupations, 1992-2005," and "Occupations of Largest Job Growth, 1992-2005." * Answer questions regarding this information, supplement with local information, and relate to long-range goals.	

*Refer to Job Seeker's Workbook

Suggested Lesson Plan

Unit 3

Doing the Paperwork

Reference Workbook, pages 35-88
Estimated time to complete unit, 6-8 hours

UNIT 3: DOING THE PAPERWORK

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section A - Filling Out Job Application Forms **Goal:** To provide participants with practice in skills necessary for making written application for employment in a positive manner. **Participant Outcome:** During the 5th and 6th class hours the participant will demonstrate the ability to independently complete a written job application in a positive and appropriate manner. or If the participant does not have the reading and/or writing skills necessary to achieve this objective, he/she will be able to state at least two acceptable alternative methods of filing a written application with an employer.	**Methods (pp. 37-57)*** * Hand out first sample application with no preparation and allow 15-30 minutes for completion. * Discuss specifics of application forms. Review appropriate answers to salary questions, reasons for leaving, do's and don'ts. * Discuss legal/illegal questions. * If participant has no writing skills, discuss acceptable alternatives (2) for making application forms. * Share samples of local employers' application forms. * Assist students with completion of "Help Sheet"- correct spelling, proper answers - Handout #4. * Homework assignment: Do a written job application form in an acceptable manner and return to instructor for checking.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section B - Resumes **Goal:** To assist participants in developing factual significant experience, skills, and abilities into an appropriate resume format. **Participant Outcome:** During the 7th, 8th, and 9th class hours, the participant will with assistance of the instructor, develop an accurate and appropriate resume which indicates his/her relevant experiences, skills, and abilities.	**Methods (pp. 58-88)*** * Describe and discuss the purpose of a resume. * Show examples of formats. * Work one-on-one with participants. * Refer back to individual job goals, skills, abilities, past experience. * Select resume format. * Do work sheets on resume development (Handout #5 or #6). * Have resumes typed. * Proof and share with participants. * Have copies of resume made for participants.	

*Refer to Job Seeker's Workbook

Suggested Lesson Plan

Unit 4

Getting Ready to Find a Job

Reference Workbook, pages 91-150
Estimated time to complete unit, 9-11 hours

UNIT 4: GETTING READY TO FIND A JOB

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section A - Planning and Keeping Track of My Job Search **Goal:** To assist participants in developing and recording individual job search plans and keeping track of progress. **Participant Outcome:** During the 10th, 11th, 12th, and 13th class hours, the participant will compile a list of at least 15 prospective employers who are appropriate to his/her stated job goals and, with the assistance of the instructor, develop this list into a written job search plan.	**Methods (pp. 91-95)*** * Review individual short-term job goals. * Define and discuss "job search." * Define and discuss a job search plan. * Stress the importance of keeping records. * Discuss where and how to look for job leads appropriate to individual job goals. * Develop individual lists of contacts - Handout #7. * Provide one-on-one assistance with formation of job search plan.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section B - How to Apply for a Job **Goal:** To familiarize participants with various techniques to be used in applying for a job including telephone, correspondence and personal contacts. **Participant Outcome:** During the 14th class hour, the participant will correctly describe and role play two employment application procedures: specifically, using a telephone and doing an in-person contact.	**Methods (pp. 96-113)*** * Discuss definition of applying for jobs. * Discuss various methods - telephone, in-person, and by mail. * Role play telephone contact, in-person contact. * Discuss body language (nonverbal cues). * Discuss and review applying by mail utilizing cover letter. * Discuss "letters of recommendation."	
Section C - How to Interview **Goal:** To prepare participants for interview questions and situations as well as strengthen their understanding of effective interview techniques. **Participant Outcome:** During the 15th and 16th class hours, the participant will be able to achieve an acceptable rating on at least 90% of the items on the Mock Interview Performance Rating Scale.	**Methods (pp. 114-130)*** * Read and discuss work sheets on Preparing for Interview, Reasons Employers Do Not Hire, Do's and Don'ts in the Interview, Common Questions Asked During Interviews. * Role play and discuss entrance to interview, handshake, nonverbal cues, exit. * Videotaped mock interviews (two or three) utilizing rating scales (participants also rate one another - Handout #8) with individual feedback following interview sessions. * Have participants dress for mock interviews as for actual interview.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section D - Dress and Grooming - The Finishing Touches **Goal:** To familiarize the participants with the importance of appropriate dress and grooming for job seeking and employment situations. **Participant Outcome:** During the 17th class hour, the participant will be able to accurately describe the appropriate dress and grooming for interviewing and on-the-job situations for each of his/her own three chosen job goals. He/she will also demonstrate by his/her own appearance in class, the regular practice of good grooming habits.	**Methods (pp. 131-140)*** * Discuss the importance of appropriate dress and grooming. * Show pictures (drawings of appropriate dress). * Show fabric samples stressing importance of seasonal dress, appropriate fabrics, prints, colors, etc. * Discuss hair and make-up. * Assignment: Bring in pictures from magazines or catalogs - or actual clothing - appropriate for each of participant's three chosen job goals. * Emphasize the importance of appearance in application, interview, and on-the-job situations. * Assignment: Each participant completes interview Outfit Checklist for each type of position for which he or she will apply.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section E - Another Approach...The Informational Interview **Goal:** To prepare participants for informational interviews **Participant Outcome:** During the 18th class hour, the participant will be able to accurately describe the purpose of informational interviews and what questions to ask in an informational interview	**Methods (pp. 141-146)*** * Read and discuss "Informational Interview Help Sheet" * Videotape mock interviews. Relate the results to earlier videotaped interviews. * Discuss how hiring interview skills are also applicable to informational interviews. * Use "Advice from an Employer About Interviewing" as a summary.	
Section F - Dealing with Rejection **Goal:** To provide participants with the tools needed to deal with the disappointment caused by rejection. **Participant Outcome:** During the 19th class hour, the participant will list several reasons for rejection and how to cope with rejection using the four stage model.	**Methods (pp. 147-149)*** * Present commonly used awards for continuing the job search. * Discuss the stages of job loss with regard to searching for work. * Discuss adjustment reactions. * Discuss the need for outside help and when to ask for help.	

*Refer to Job Seeker's Workbook

Suggested Lesson Plan

Unit 5

Dealing with Disability Related Issues

It is recommended instructors obtain a copy of *E.E.O.C. Technical Assistance Manual for Title I of Americans With Disabilities Act.*
Review of this material is critical to instruction of Unit V.
See Appendix E to order this manual.

Reference Workbook, pages 151-170
Estimated time to complete unit, 5-6 hours

UNIT 5: DEALING WITH DISABILITY RELATED ISSUES

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section A - Introduction to ADA/ADA Terminology **Goal:** To familiarize participants with an overview of ADA and how it might effect their access to employment and other services. **Participant Outcome:** During the 20th class hour, the participant will gain an awareness of the ADA legislation and how it might effect them.	**Methods (pp. 153-157)*** * Introduction to ADA, Purpose of and Main Provisions of Title I - Handout #9. * Terminology	*E.E.O.C. Technical Assistance Manual* Sections I and II
Section B - Legal and Illegal Interview Questions **Goal:** To prepare participants to recognize and respond to illegal questions. **Participant Outcome:** During the 20th class hour, participant will become knowledgeable in how to deal with and answer illegal questions.	**Methods (pp. 158)*** * Review information regarding questions/areas employers may and may not ask. * Provide participants with appropriate responses to both legal and illegal application/interview questions. * Role play an interview situation giving obvious illegal questions.	*E.E.O.C. Technical Assistance Manual* Section V

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section C - Disclosure of Disability--If and When to Disclose **Goal:** To inform participants of the pros and cons of disclosing their disability and the appropriate time to do so. **Participant Outcome:** During the 21st class hour, the participant will become more comfortable in making decisions on disclosure and how to do so.	**Methods (pp. 159-161)*** * Discuss appropriate times and ways for participant to disclose disability concerns. * Identify possible consequences of disclosure and nondisclosure. * Role play possible situations regarding both disclosure and nondisclosure.	
Section D - Question and Answer Study Guide **Goal:** To have participant fully understand ADA terminology and how it effects their interview. **Participant Outcome:** During the 22nd class hour, participant will determine how best to discuss their disability with a prospective employer.	**Methods (pp. 162-169)*** * Review the study guide; questions and the information regarding each question.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section E - Reasonable Accommodations **Goal:** To familiarize participants with examples of reasonable accommodations and to assist in identification of possible accommodations they may require in the workplace. **Participant Outcome:** During the 23rd class hour, the participant will be able to fully identify the essential functions of the job for which they are applying.	**Methods *** * Define reasonable accommodations and provide participant with examples of typical accommodations. * Examples of reasonable accommodations on the job.	*E.E.O.C. Technical Assistance Manual* Section III

*Refer to Job Seeker's Workbook

Suggested Lesson Plan

Unit 6

Getting a Job and Keeping It

Reference Workbook, pages 171 - 192
Estimated time to complete unit, 5-6 hours

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section A - Problem Solving **Goal:** To provide participants with an overview of issues which must be considered before responsibly accepting a job including transportation, living arrangements, and money issues. **Participant Outcome:** During the 24th class hour, the participant will explore, address, and identify possible solutions for each potential problem area. Also, develop a list of specific resources to aid him/her in problem solving related to securing employment and making a successful transition from school to work or unemployment to work.	**Methods (pp. 173-177)*** * Discuss the implications of being employed and possibly moving to a new or more independent living situation. * Identify potential problem areas and solutions by doing problem solving work sheet. * Discuss "help" resources available. * Work through and complete "Help List" with participants. * Discuss budgeting and "gross" and "net" income if necessary	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section B - Making Responsible Employment Decisions **Goal:** To emphasize the individual responsibilities involved in the decision making process as well as the importance of leaving the employer with a positive impression. **Participant Outcome:** During the 25th class hour, the participant will identify at least three elements involved in making a responsible decision including his/her role, knowing the facts about the situation and responding in a timely, appropriate and positive manner.	**Methods (pp. 178-181)*** * Discuss rejection and rewarding self for hard work and efforts. * Define and discuss the decision making process. * Identify three important elements involved in making responsible decisions. * Role play various decisions which one might confront including: - accepting a job offer - turning down job offer - going to a party instead of work - working overtime - taking on more work and/or responsibilities on the job	
Section C - Company Rules and Fitting In **Goal:** To assist participants in recognizing appropriate working behaviors and identifying the consequences of inappropriate ones. **Participant Outcome:** During the 26th class hour, the participant will be able to list at least three appropriate and three inappropriate behaviors on the job as well as cite some possible consequences of each.	**Methods (pp. 182-185)*** * Discuss importance of appropriate work behaviors and "fitting in" on the job. * Define with examples of appropriate and inappropriate behaviors. * Identify possible consequences of both types of behavior. * Discuss "company rules" and "company customs."	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section D - Doing the Job Right - An Employer's Expectations **Goal:** To emphasize to the participant the expectations of the employer in the areas of quality work, productivity, reliability, and honesty. **Participant Outcome:** During the 27th class hour, the participant will be able to identify and discuss the expectations of the employer in the areas of quality, productivity, reliability, and honesty.	**Methods (pp. 186-187)*** * Discuss employer expectations: - Quality - accurate, positive impression, good product - Productivity - speed, effort, motivation - Reliability - timely, punctual, dependable - Honesty - truth, not stealing time or products	
Section E - Working with Others and Getting Along **Goal:** To promote the participants' recognition of the importance of effective problem solving and getting along with others on the job. **Participant Outcome:** During the 28th class hour, the participant will satisfactorily participate in role play and class discussion regarding getting along with others on the job as well as effective problem solving citing alternative options to conflict situations.	**Methods (pp. 188-190)*** * Discuss the importance of getting along with co-workers, supervisors, customers- "fitting in." * Discuss possible problems that might arise between self and co-workers, supervisor and/or customers. * Define alternative options to resolve conflict situations.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section F - Career Paths **Goal:** To have participants realize the importance of various career paths and to plan career paths. **Participant Outcome:** During the 29th class hour, the participant will be able to discuss the concept of career paths and be able to relate this concept to his/her own plans.	**Methods (p. 191)** * Explain the concept of job paths and career decision points. * Emphasize that these are long-term goals and that they depend on the organizational structure and opportunities within that organization. * Discuss some possible career paths for specific jobs wanted by participants.	

*Refer to Job Seeker's Workbook

Suggested Lesson Plan

Unit 7

Where Do I Go From Here - What Next?

Reference Workbook, pages 193-200
Estimated time to complete unit, 5-6 hours

UNIT 7: WHERE DO I GO FROM HERE - WHAT NEXT?

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section A - Review - On the Road to Success **Goal:** To review the course so that all participants demonstrate practical knowledge of how to find and keep a job. **Participant Outcome:** During the 30th and 31st class hours, the participants will identify the 8 steps to success and the 10 steps to look for a job.	**Methods (pp. 195-199)*** * Review each of the 8 steps to success and relate each to the course content. Relate each to client's workbook and handouts. * Answer specific questions on the 8 steps. * Review the 10 steps in looking for a job and relate each to the course content. Relate each to client's workbook and handouts. * Answer specific steps on these 10 steps.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section B - Certificate of Achievement **Goal:** To reward participants for their efforts and achievements as well as to encourage and motivate participants to begin to implement their newly acquired job search skills in an independent job search. Also, to solicit feedback from participants for future class improvements. **Participant Outcomes:** During the 32nd class hour, all participants who satisfactorily participated in the Job Seeking Skills Course by achieving all of the required Participant Outcome Objectives will receive a "Certificate of Completion" from the instructor of the course. In addition, each participant will complete course feedback form (anonymously if they so choose).	**Methods** * Overview of participants' future plans and any program assistance available. * Completion of anonymous class feedback forms - Handout #10. * Awarding of certificates to participants completing course successfully - Handout #11.	

APPENDIX A

Job Seeking Skills Course Handouts

(Copies to be made for each participant)

Job Seeking Skills Course Handout Schedule

Unit	Section	Handout	Copies Per Participant	Should Instructor Collect?
		Time card	1	Yes, at the end of course
1	A	#1 - JSS Course Information Release Form	1	Yes
	B	#2 - JSS Course Questionnaire	1	Yes
2	C	#3 - Employment Planning Sheet	1	1 copy each for instructor & participant
3	A	#4 - Employment Application Help Sheet	1	No - Check for errors
	B	#5 - Resume Work Sheet - Functional Style	1	Yes - For typing of resume
	B	#6 - Resume Work Sheet - Chronological Style	1	
4	A	#7 - Job Search Plan	As many as needed	One copy of each page for instructor & participant
	C	#8 - Mock Interview Rating Scale	Enough to rate each classmate for each interview	Distribute completed rating forms to appropriate classmates
5	A	#9 - Introduction to ADA	1	No
6		None		
7	B	#10 - Course Feedback Form	1	Yes
	B	#11 - Certificate of Completion	1	No

Time Card

Job Seeking Skills Class

Name:

Fill in the date, time in, and time out for each day you attend the Job Seeking Skills Class. Turn this time card in on the last day of class.

Date	Time In	Time Out

Participant's Signature _____

Instructor's Signature _____

Authorization for Release of Confidential Information

Authorized Agent:

Name: _____

Title: _____

Projects With Industry
University of Wisconsin-Stout
Menomonie, WI 54751

Regarding Records of:

Name: _____

Address: _____

_____

_____

_____

D/O/B: _____

I authorize the above-named agent to disclose to any potential employer all vocational records, reports, etc., pertaining to myself, for the purpose of assisting me in my efforts to secure vocational training and/or employment.

I hereby acknowledge that any rights I may have pursuant to the Americans with Disabilities Act, Fair Employment Act, and related legislation, which preclude disclosure of disability related information are hereby waived to the extent that I authorize the release of specific functional vocational asset and limitation information pertinent to the position(s) being sought. Any vocationally relevant information disclosed to a potential employer by the above agent is expressly authorized and I agree to hold said agent harmless for any such disclosure.

Additionally, I acknowledge that I have been advised that my participation in this agency's programs/services is not contingent upon my executing this authorization and that I can receive said services with or without signing this authorization.

This consent to disclosure of confidential information may be revoked by me at any time. If, at any time, I revoke my consent, I understand that information released with my consent may continue to be used to complete programmatic activities/actions already initiated. Furthermore, this consent will be valid for twenty-four (24) months from the below date, or until my participation in this agency's programs/services are terminated. Information released to any employer pursuant to this authorization may not be duplicated or re-released without my express authorization.

_____ _____
Signature of Program Participant Date

_____ _____
Witness Date

Job Seeking Skills Class Questionnaire

Name: _____

Please briefly answer each of the following questions:

1. Have you ever worked before - either for pay or a volunteer job? Where?

2. What kind of jobs will you be looking for?

3. What questions do you have about job hunting?

4. What help with job hunting skills do you feel you need?

5. What do you hope to learn from this class?

6. Do you have any special concerns or questions? If yes, what?

Employment Planning Sheet

Name: _____ Date available for work: _____

Three types of jobs (job titles), I will be applying for right away (for example, sales or clerical):

1. _____

2. _____

3. _____

I want: (✓)

_____ Permanent Work
_____ Temporary Work
_____ Full-Time Work
_____ Part-Time Work

What hours (Shift)?:

Minimum acceptable pay: $_____ /hour Would you consider less? _____

Benefits I must have: Health insurance _____ Sick leave paid _____
Paid vacation _____ Life insurance _____

Do you have a valid driver's license? Yes ___ No ___

Towns or cities I would be willing to work in:

1. _____

2. _____

3. _____

Do you have transportation or a place to live in these places? Yes ___ No ___
If no, what is your plan?

Specific physical requirements I have: (✓)

___ Lifting restricted to _____ pounds.
___ Limited sitting or standing
___ Wheelchair accessible
___ Low noise level
___ Clean air -- no dust or fumes
___ Others:

I want close supervision _____
I want some supervision _____
I want little supervision _____
I want to supervise others _____

I like to:
Work alone _____
Work with others _____
It doesn't matter _____

WORK APPLICATION

Company Name _____

PLEASE PRINT OR TYPE ALL INFORMATION ***USE ADDITIONAL PAGES IF NECESSARY***

Last Name	First Name	Middle

Application for Position of	Date Available
Present Address - Number, Street, City, State, Zip Code)	Home Phone (Include Area Code)
Mailing Address (if different from above) - Number, Street, City, State, Zip Code	Business Phone (Include Area Code)

What hours are you **NOT** available to work? (AM or PM)

What days are you **NOT** available to work?

☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday

Types of Employment Preferred (Check more than one box if desired)

☐ Permanent (Full Time) ☐ Permanent (Part Time) ☐ Temporary (Full Time) until _____ ☐ Temporary (Part Time) until _____

1. Do you have access to a car? (For some positions, a vehicle is required.) ☐ Yes ☐ No
2. Do you have a valid driver's license? ☐ Yes ☐ No
3. Are you over age 18? ☐ Yes ☐ No
4. Are you a U.S. citizen, or do you have an entry permit which allows you to work? ☐ Yes ☐ No

EDUCATION AND TRAINING

Circle the highest grade or year completed in school: 1 2 3 4 5 6 7 8 9 10 11 12	Do you have a High School Diploma or a GED Equivalency? ☐ Yes ☐ No	Name and Location of High School

TRAINING BEYOND HIGH SCHOOL (College or University, Nursing, Business College, or other shcools you have attended.) Under credits earned, indicate Q or Quarter Hours and S for Semester Hours

Circle the number of years in College or University: 1 2 3 4 5 6 7 8

NAME AND LOCATION	Dates Attended From	Dates Attended To	Credits Earned	Major Field	GPA / Base	Degree (and Year) Conferred

Describe any education or training you have had which is not covered above, such as vocational school, correspondence courses, service schools, in-service training, or volunteer work which you feel is **relevant** to the job or jobs for which you are applying. Also include **relevant** licenses or certificates. ***Be specific.***

List any organizations you belong to (or have belonged to) and any job-related honors or awards you have received.

WORK EXPERIENCE: Provide a complete description. This information will be used to determine if your application is accepted. ***BE SPECIFIC.*** Start with your most recent job. BE CERTAIN TO INCLUDE SERVICE IN THE ARMED FORCES. For part-time work, show the average number of hours per month. Indicate any changes in job title under same employer as a separate position. You may also attach Work Application Supplement (JET-5012) with additional information.

Employer	Kind of Business	Street Address
Your Title	Reason for Leaving	City, State, Zip Code
Your Duties		Name of Supervisor
		Total Time Employed ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check One: ☐ Monthly Salary Beginning: $ ☐ Hourly Salary Ending: $
Employer	Kind of Business	Street Address
Your Title	Reason for Leaving	City, State, Zip Code
Your Duties		Name of Supervisor
		Total Time Employed ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check One: ☐ Monthly Salary Beginning: $ ☐ Hourly Salary Ending: $
Employer	Kind of Business	Street Address
Your Title	Reason for Leaving	City, State, Zip Code
Your Duties		Name of Supervisor
		Total Time Employed ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check One: ☐ Monthly Salary Beginning: $ ☐ Hourly Salary Ending: $
Employer	Kind of Business	Street Address
Your Title	Reason for Leaving	City, State, Zip Code
Your Duties		Name of Supervisor
		Total Time Employed ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check One: ☐ Monthly Salary Beginning: $ ☐ Hourly Salary Ending: $

May we communicate with your present employer? ☐ Yes ☐ No

REFERENCES

Name	Address	Telephone
Name	Address	Telephone
Name	Address	Telephone

Resume Worksheet
Functional Format

Name _____

Address _____

_____

Phone (_____) _____

CAREER OBJECTIVE: (Optional)

A position _____

_____

QUALIFICATIONS:

Skill Area: _____

(Descriptive Statements
-Past Tense
-Begin with action word)

- _____

_____

- _____

_____

- _____

_____

- _____

_____

Skill Area: _____

- _____

_____

- _____

_____

- _____

_____

- _____

_____

Skill Area: _____

- _____

_____

- _____

_____

- _____

_____

- _____

_____

EXPERIENCE:

_____, _____
Job Title Company Name

_____, _____
City State

_____ to _____
Dates of Employment

_____, _____
Job Title Company Name

_____, _____
City State

_____ to _____
Dates of Employment

_____, _____
Job Title Company Name

_____, _____
City State

_____ to _____
Dates of Employment

EDUCATION:

_____, _____
School Name City

_____, _____
State Course of Study

_____
Graduated

_____, _____
School Name City

_____, _____
State Course of Study

_____
Graduated

MILITARY:

_____, _____
Date of Duty Branch of Service

_____
Discharge Date

INTERESTS:

Enjoy _____, _____

_____, _____,

and _____.

REFERENCES:

Mr./Mrs./Ms. _____
Name

_____
Position Title

_____
Company Name

_____
Company Address

_____
City, State, Zip

(_____) _____
Telephone Number

List two more references using the same format.

Mr./Mrs./Ms. _____
Name

_____
Position Title

_____
Company Name

_____
Company Address

_____
City, State, Zip

(_____) _____
Telephone Number

Mr./Mrs./Ms. _____
Name

_____
Position Title

_____
Company Name

_____
Company Address

_____
City, State, Zip

(_____) _____
Telephone Number

Resume Worksheet
Chronological Format

Name _____

Address _____

_____

Phone (_____) _____

CAREER OBJECTIVE: (optional)

A Position _____

EXPERIENCE:

_____, _____
Job Title Company Name

_____, _____
City State

(3-4 descriptive statements
-Past tense
-Begin with action word)

_____

_____

_____

_____

_____

Employed _____
Dates

_____, _____
Job Title Company Name

_____, _____
City State

_____

_____

_____

_____

_____

Employed _____
Dates

Job Title _____ Company Name _____

City _____ State _____

Employed _____
Dates

Job Title _____ Company Name _____

City _____ State _____

Employed _____
Dates

Job Title _____ Company Name _____

City _____ State _____

Employed _____
Dates

EDUCATION

_____
School Name

_____
City, State

_____
Course Completed

Received Diploma/Certificate _____
Date

_____
School Name

_____
City, State

_____
Course Completed

Received Diploma/Certificate _____
Date

MILITARY

_____, _____
Date of Duty Branch of Service

_____
Discharge Date

ACTIVITIES: Enjoy _____, _____,

_____, _____,

and _____.

REFERENCES: Mr./Mrs./Ms. _____
Name

_____
Position Title

_____
Company Name

_____
Company Address

_____
City, State, Zip

(_____) _____
Telephone Number

Mr./Mrs./Ms. _____
Name

_____
Position Title

_____
Company Name

_____
Company Address

_____
City, State, Zip

(_____) _____
Telephone Number

Mr./Mrs./Ms. _____
Name

_____
Position Title

_____
Company Name

_____
Company Address

_____
City, State, Zip

(_____) _____
Telephone Number

Handout #7

Name: _____

JOB SEARCH PLAN

Employer Name and Address	Phone Number & Contact Person	Job to Apply For	Date Contacted	Comments/Notes
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted ____ yes ____ no Resume submitted ____ yes ____ no Interview scheduled ____ yes ____ no
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted ____ yes ____ no Resume submitted ____ yes ____ no Interview scheduled ____ yes ____ no
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted ____ yes ____ no Resume submitted ____ yes ____ no Interview scheduled ____ yes ____ no
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted ____ yes ____ no Resume submitted ____ yes ____ no Interview scheduled ____ yes ____ no
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted ____ yes ____ no Resume submitted ____ yes ____ no Interview scheduled ____ yes ____ no

Mock Interview Rating Scale

Interview # _____

Person Being Rated: _____

Position Applied for: _____

Check (✓) one for each item.

	Very Good	Acceptable	Work On
First Impressions			
1. Entrance, introduction and firm handshake			
2. Posture, eye contact, and listening skills			
3. Speaks clearly and at good volume			
4. Appears self-confident with positive attitude			
5. Dress and grooming are appropriate			
Job Readiness Impressions			
6. Seems interested in the job and company			
7. Knows about the job and company			
8. Answers questions in positive, appropriate and adequate manner			
9. Describes own past work experiences and training positively			
10. Points out own significant skills and abilities related to job being applied for			
Personal Impressions			
11. Explains any vocational problems, limitations or disabilities positively and credibly			
12. Appears to be honest and dependable			
13. Seems well-mannered, cooperative, and easy to get along with			
14. Appears to be mature and have realistic goals and future plans			
15. Smiles and appears friendly			
Final Impressions			
16. Handles salary and benefits questions tactfully			
17. Asks employer well thought out questions about the job and the company			
18. Closes interview courteously and comfortably			
19. Seems qualified for the position			

20. Would you hire this person? ____ Yes ____ No ____ Not Sure

Americans with Disabilities Act

Introduction

The passage of Title I of the Americans with Disabilities Act of 1990 (ADA) has opened the door of opportunity for individuals who may have been previously discriminated against in competitive employment situations.

What is the ADA?

Enacted on July 26, 1990, and put into effect in 1992, the ADA is a federal statute that prohibits discrimination against individuals on the basis of disability. For students with disabilities, the ADA provides comprehensive civil rights protection in the areas of:

- employment (Title I),
- state and local government services (e.g., public transportation) and telecommunications (Title II) and,
- public accommodations (Title III)

What is the Purpose of Title I of the ADA?

Title I of the ADA is designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same employment opportunities that are available to persons without disabilities.

What are the Main Provisions of Title I of the ADA?

Title I of the ADA seeks to ensure access to equal employment opportunities based on merit. It does not

- guarantee equal results,
- establish quotas, or
- require preferences favoring persons with disabilities
- Title I of the ADA establishes a process in which the employer must assess a disabled person's ability to perform the essential functions of the specific job.
- Title I of the ADA does not relieve an employee or applicant from the obligation to perform the essential functions of the job.

When a person's disability creates a barrier to employment opportunities, Title I of the ADA requires employers to consider whether reasonable accommodation could remove the barrier. Such accommodations usually take the form of adjustments to the way a job is customarily performed or to the work environment itself. The determination of whether an individual is qualified for a particular position must be made on a case-by-case basis. No specific form of accommodation is guaranteed for all individuals with a particular disability. (Horseman, 1994)

Feedback Rating Form
Intensive Job Seeking Skills Training

1. Overall, how satisfied are you with the JSS workshop? (circle one)

1	2	3	4	5	6	7	8	9	10
Not at all Satisfied				Adequately					Very Satisfied

2. How satisfied are you with the personal resume developed during the JSS workshop? (circle one)

1	2	3	4	5	6	7	8	9	10
Not at all Satisfied				Adequately					Very Satisfied

3. How satisfied are you with your readiness for employment interviewing following the JSS workshop? (circle one)

1	2	3	4	5	6	7	8	9	10
Not at all Satisfied				Adequately					Very Satisfied

If you don't feel ready, why?

4. How satisfied are you with the job search plan developed during the JSS workshop? (circle one)

1	2	3	4	5	6	7	8	9	10
Not at all Satisfied				Adequately					Very Satisfied

5. How satisfied are you with the JSS workshop instructors/staff. (circle one)

1	2	3	4	5	6	7	8	9	10
Not at all Satisfied				Adequately					Very Satisfied

6. What did you like best? Why?

7. What did you like least? Why?

8. What could be done to make the workshop better?

JOB SEEKING SKILLS COURSE

THIS CERTIFICATE IS AWARDED TO

_____

IN RECOGNITION OF SUCCESSFUL PARTICIPATION AND COMPLETION OF A COMPREHENSIVE EMPLOYMENT READINESS TRAINING PROGRAM

_____ ADMINISTRATOR

_____ JOB SEEKING SKILLS INSTRUCTOR

Handout #11

APPENDIX B

Visual Aids

(Can be used for flipcharts or overheads)

Thought for the Day

Success is more attitude than aptitude

You'll make only one first impression---make it a good one!

Classmate Introduction Exercise

Personal Hobbies

Interests

Skills

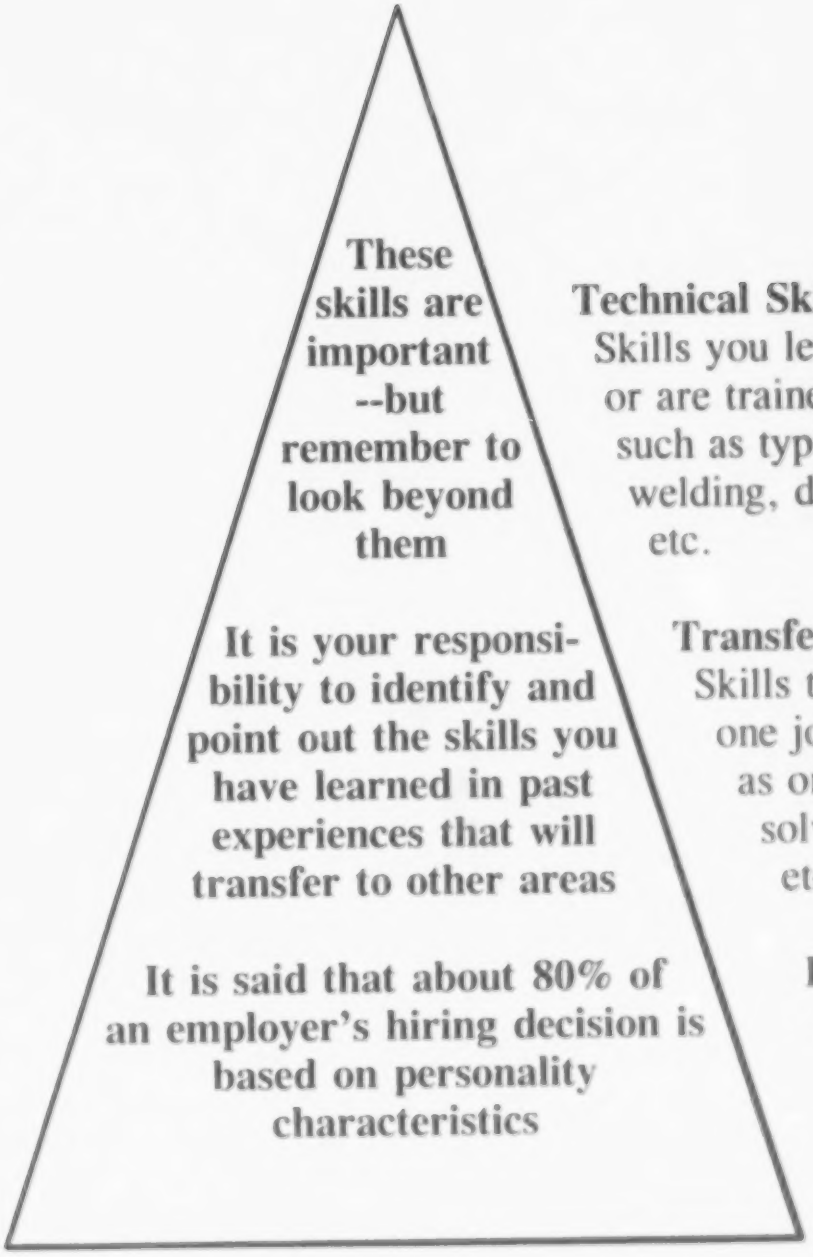
Training

Work Experience

Job Goals

Short and Long Term Goals

Pyramid of Skills


These skills are important --but remember to look beyond them
It is your responsibility to identify and point out the skills you have learned in past experiences that will transfer to other areas
It is said that about 80% of an employer's hiring decision is based on personality characteristics

Technical Skills
Skills you learn or are trained in such as typing, welding, driving, etc.

Transferable Skills
Skills that transfer from one job to another such as organizing, problem solving, fund raising, etc.

Personality Characteristics
Desirable traits such as honest, dependable, friendly, etc.

Example: **Secretary**
Technical skills: Typing, Shorthand
Transferable skills: Organized, good communication
Personality Characteristics: Friendly, honest, neat

10 "Hot" Transferable Skills

1. Budget - Management
2. Supervising
3. Public Relations
4. Ability to Cope with Pressure
5. Negotiating/Arbitrating
6. Speaking
7. Writing
8. Interviewing
9. Teaching/Instructing
10. Organizing/Coordinating/Managing

Some Examples of Personality Characteristics

1. Friendly, honest, punctual
2. Dependable, cooperative
3. Like responsibility
4. Neat appearance
5. Willing to learn
6. Can work under pressure
7. Follow directions
8. Willing to relocate
9. Work without constant supervision
10. Willing to get further training

Never Use	Use Instead
Fired **Injury** **Health problems** **Personal problems** (May alarm employer that you have a pattern of poor health or recurring injuries)	**Will explain in interview**
Laid off (May appear that you alone were fired or asked to leave job)	**Not enough work** **Large company lay off** **Job phased out**
Not enough money or benefits **Didn't like job** **Didn't like company** **Didn't like boss** **Quit** (May appear that you have a bad attitude or don't get along with others)	**Will explain in interview** **or** **Job Advancement** if you went to a job offering more money, better position, more benefits, better company, opportunity for job advancement
	Other good reasons for leaving jobs: **Moved or relocated** **Care for my family** **School or training** **Seasonal or temporary employment**

References

Three Kinds of References

1. Business = Co-workers or Supervisors

2. Training = Instructors, guidance counselors, administrators

3. Character = Person who has known you for quite a long time

- Let the person know you are using their name.
- Person should be credible--no relatives or roommates.
- Good to have business people with titles.
- Tell them information you want them to give.

Resume Development

Resume Should Contain

1. Name, address
2. Home telephone number (with area code)
3. Employment objective (optional)
4. Work history, education
5. Military experience
6. Activities and interests
7. References

Traditional Interview

Before:

1. Research the company
2. Be certain of time, place, and name of interviewer

The Interview:

1. Arrive early
2. Give a firm handshake
3. Wait for interviewer to sit or offer you a chair
4. Bring extra resumes

Verbals and Nonverbals of the Interview

Verbals:

1. Content of answer
2. Skills
3. Education
4. Experience/training

Nonverbals:

1. Handshake
2. Posture
3. Confidence
4. Eye contact
5. Body language
6. Voice intonation

Four Questions the Interviewer Asks

1. Will you fit in?

2. How dependable/honest are you?

3. Can you do the job?

4. How long will you stay--how motivated?

Interviewing

Five things I want an employer to know about me:

1. Skills and abilities
2. Training
3. Experience
4. Personality
5. Achievements

Five things I want to know about an employer:

1. Job duties
2. Job location
3. Working conditions
4. Salary/benefits--employer should bring this up first or you should wait until job is offered
5. Company rules/customs (i.e., hours, dress code)

Job Resources

1. Job service
2. Friends, relatives, neighbors
3. Want ads, employers
4. Union halls, civil service
5. Private employment and temporary help agencies
6. Yellow pages of telephone directories
7. College or technical school placement services

Planning Job Search

1. Identify community in which you would be willing to work.

2. List as many employers/ companies as possible (use newspapers and phone directories).

3. Establish schedule of when you will contact each employer (either by area or type of job, i.e., industry).

Stick with your Plan!!

From the Employer's Perspective

Most common errors on application forms:

1. Leaving blank spaces
2. Not signing it
3. Wrong birthdate (substituting current year)
4. Not following directions

Frequent causes for firing:

1. Tardiness
2. Not showing up for work
3. Not listening to or respecting employer/supervisor
4. Not getting along with peers
5. Not being able to do the work

16 Attributes Most Frequently Sought by Employers

1. Ability to Communicate
2. Self-confidence
3. Willingness to Accept Responsibility
4. Initiative
5. Flexibility
6. Interpersonal Skills
7. Vocational Skills
8. Intelligence
9. Leadership Skills
10. High Energy Level
11. Imagination
12. Self-knowledge
13. Ability to Handle Conflict
14. Goal Achievement
15. Competitiveness
16. Good Sense of Direction

Job Keeping Skills

1. Getting to work on time
2. Having good attendance
3. Neat personal appearance and work habits
4. Confident in your abilities
5. Self-motivated
6. Get along well with co-workers and supervisors
7. Accurately carry out and understand directions
8. Complete a job once started

Informational Interview

"I came to talk to you because I am considering this profession as a career."

Things to Remember for Informational Interview

1. **Interview is approximately 15 minutes long.**
2. **Ask 4-5 key, open-ended questions.**
3. **Be spontaneous, let interview roam freely.**
4. **Focus on the person, be sensitive to cues.**
5. **Don't come on too strong.**
6. **Don't be businesslike, use informal language.**
7. **Be a friendly person!!**

APPENDIX C

Participant Final Evaluation Report

University of Wisconsin-Stout
Stout Vocational Rehabilitation Institute
Menomonie, Wisconsin

Projects with Industry
Intensive Job Seeking Skills Final Evaluation

Name: _____ Evaluation Date: _____
Social Security No. _____ Referring Counselor: _____
Address: _____ Referral Agency: _____
_____ _____
Program Period: _____ to _____ Training Coordinator: _____
Client attended _____ days of the ___ day training program.

	Unsatisfactory	Satisfactory	Outstanding
Classroom Behavior			
Attended class regularly and on time	_____	_____	_____
Appropriately participated in class discussions and exercises	_____	_____	_____
Demonstrated effort to complete assignments	_____	_____	_____
Responded well to constructive feedback--positive attitude	_____	_____	_____
Established positive rapport with classmates and instructor	_____	_____	_____
Followed established rules and demonstrated appropriate social behavior	_____	_____	_____
Showed motivation to become employed	_____	_____	_____

Comments/Observation:

_____

Accomplishments			
Selected appropriate and realistic short-term vocational goals	_____	_____	_____
Completed a written job application in a positive, appropriate manner	_____	_____	_____
Developed an accurate appropriate resume	_____	_____	_____
Composed cover letters and thank you letters	_____	_____	_____
Familiar with appropriate dress and grooming for interviewing and employment	_____	_____	_____
Demonstrated ability to interview in positive, appropriate manner	_____	_____	_____
Developed job search plan of employers appropriate to stated job goals	_____	_____	_____
Completed program and is prepared for independent job search	_____	_____	_____

Comments/Observations:

_____ _____
Placement Specialist Job Seeking Skills Training Coordinator

Mock Interview Rating Scale

Final Mock Interview Rating

Person Being Rated: _____

Position Applied for: _____

Check (✓) one for each item.

	Very Good	Acceptable	Work On
First Impressions			
1. Entrance, introduction and firm handshake			
2. Posture, eye contact, and listening skills			
3. Speaks clearly and at good volume			
4. Appears self-confident with positive attitude			
5. Dress and grooming are appropriate			
Job Readiness Impressions			
6. Seems interested in the job and company			
7. Knows about the job and company			
8. Answers questions in positive, appropriate and adequate manner			
9. Describes own past work experiences and training positively			
10. Points out own significant skills and abilities related to job being applied for			
Personal Impressions			
11. Explains any vocational problems, limitations or disabilities positively and credibly			
12. Appears to be honest and dependable			
13. Seems well-mannered, cooperative, and easy to get along with			
14. Appears to be mature and have realistic goals and future plans			
15. Smiles and appears friendly			
Final Impressions			
16. Handles salary and benefits questions tactfully			
17. Asks employer well thought out questions about the job and the company			
18. Closes interview courteously and comfortably			
19. Seems qualified for the position			

20. Would you hire this person? ____ Yes ____ No ____ Not Sure

Summary:

Recommendations:

_____

Training Coordinator

APPENDIX D

Instructor's Reading Resource List

Instructor's Resources

Barlow, L. E. (1981). The job-seeker's bible. Lakeside, CA: VCA Publications.

Barkus, J. L. (1979). The help book. New York, NY: Charles Scribner's Sons.

Campbell, D. P. (1974). If you don't know where you're going, you'll probably end up somewhere else. Allen, TX: Argus Communications.

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APPENDIX E

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120

The Job Seeker's Workbook
Revised Edition

Written by
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Projects with Industry
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Foreword

The Job Seeking Skills Course is a product of a number of different contributors from the Stout Vocational Rehabilitation Institute at the University of Wisconsin-Stout. The JSS had its beginnings as a research project in the Research and Training Center. After field testing, it was published by the Materials Development Center for national distribution. At about the same time, it was adopted for use by the Projects with Industry Center in its job seeking skills classes. As a result of that use, it has been continuously modified and upgraded.

This present edition contains a number of improvements. First of all, we've updated a number of areas to reflect current labor market information. We've made many coursework changes based on our trainer's experience in teaching job seeking skills. Perhaps the most significant improvement is that both the student and the trainer's manual have been modified to reflect the ADA (Americans with Disabilities Act) Law so that job seeking trainees will know and understand their rights under this important new law.

Over the last ten years, this course has been used to train thousands of individuals in job seeking skills. We're confident that it will help you deliver a quality job seeking skills program.

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UNIT 1

GETTING TO KNOW ONE ANOTHER

WHY A JOB SEEKING SKILLS COURSE?

This course has been designed to help you succeed in finding, getting and keeping the job you want. Many people feel that looking for work is a difficult and frightening proposition. The truth is, it can take a while to find the right job for you, but with some practice and preparation it can be a very positive experience. Consider your job search to be a challenge that you can meet!

This Job Seeking Skills Course will begin by helping you to decide which jobs best fit your skills, abilities, interests, and values. Once you have defined your job goal, the course will help you to be better prepared for the actual job search. You will receive assistance in developing a resume, compiling a solid plan for your job search, completing applications, and answering tough interview questions. You will also receive tips on contacting employers and suggestions on how to generally make a good first impression on employers. Finally, this course will teach you some decision-making and problem-solving skills.

How much you get out of this course depends on the amount of effort you put into it. Your instructor is available to provide you with assistance in overcoming any obstacles and anxieties that you might have. The employment market is very competitive; this course can give you a very real advantage in that market.

WHAT CAN I EXPECT TO HAPPEN?

There are about 30 hours of class time scheduled for this Job Seeking Skills course. During this time you will work with an instructor and the same classmates.

Please write down the class days and hours below.

Day	Hours
_____	_____ to _____
_____	_____ to _____
_____	_____ to _____
_____	_____ to _____
_____	_____ to _____

During class time the instructors will help you with the paperwork, planning, and practicing for your future job search. This should be a class that is fun. It will offer you a chance to learn things that may help you for the rest of your life. If there are problems standing between you and getting a good job, the class will help you try to resolve those problems. Because each person has different abilities and experiences, you will not be compared to others and how well they do. If you believe that you have special needs or problems, please talk this over with the instructor so that the two of you can decide what to do. The Job Seeking Skills class will not do everything for you, but is intended to help you to do for yourself.

JOB SEEKING SKILLS COURSE

A Typical One Week Class Schedule

Monday:

A.M.
- Course Orientation
- Introductory Exercise
- Interest and Values Clarification
- Personal Skills Identification

P.M.
- Job Goal Planning
- Review and Discussion of Application Forms
- Completion of Application "Help Sheet"
- Legal and Illegal Questions Asked by Employers

Tuesday:

A.M.
- Motivational Film (if available)
- Discussion of Job Resources and Job Search Plan
- Job Search Plan Development

P.M.
- Lecture and Discussion of Resume Development
- Begin Resume Development
- Letters of Recommendation and References

Wednesday:

A.M.
- Discussion of Various Application Procedures
- Role Play Common Interview Questions
- Discussion of Appropriate Dress and Grooming

P.M.
- Cover/Thank You Letters
- Placement Staff Participation
- Job Search Plan Completion

Thursday:

A.M.
- Completion of Resume with Placement Counselor
- Discussion of Disability Related Issues
- Videotape of Mock Interview

P.M.
- Informational Interview Discussion
- Continue Videotape (as needed)
- Discussion of Problem-Solving and Decision-Making Methods
- Employer Expectations and Job Keeping Skills

Friday:

A.M. - Videotape Review, Rating, and Feedback

P.M. - Final Wrap-Up of Class
- Complete Evaluation Form for Class
- Staffings Involving Individual Client, Family Members, JSS Course Staff and Appropriate Counselor(s) for Each Participant

GETTING TO KNOW ONE ANOTHER EXERCISE

Because your group will be working together during this course, it is important that we all get to know one another. The following exercise is meant to provide an introduction to both your classmates and the instructor.

There is no right or wrong way to do this exercise. It gives everyone a chance to learn something about one another and is a nice way to begin talking in front of the group.

1. Choose a partner to interview for a few minutes.
2. Ask your partner the questions from the interview sheet on the next page. If you want, you can jot down a few notes about the answers your partner gives. You can use your notes later to remind you of what your partner told you. These notes are for your use only--you do not have to turn them in.
3. Your partner should then interview you in the same manner.
4. Next you will be asked to introduce your partner to the rest of the class. Mention anything that will help your classmates get to know your partner such as any special interests, skills and experiences he/she has.
5. Your partner will then introduce you to the class in the same manner.

NOTE: If the class has videotaping equipment, this is a great exercise to film and watch. It can help you get used to seeing and hearing yourself on the television monitor without the fear that you are doing or saying something "wrong." You will learn a great deal from watching and listening to yourself on videotape. Don't worry if you feel nervous--everyone does!

INTRODUCTORY EXERCISE INTERVIEW SHEET

My partner's name: _____

Where my partner lives: _____

Interesting facts about my partner's home or family:

My partner's hobbies, interests or activities:

Special training or courses my partner has had:

Work experience my partner has had:

The kind of job my partner wants right now:

The town or place my partner wants to live:

Other future goals my partner has:

Something my partner likes about him or herself:

UNIT 2

KNOWING MYSELF AND CHOOSING JOB GOALS

WHAT IS IMPORTANT TO ME?

In order to know what is important to you, you must first understand your values, interests, skills, and abilities. You must also know if you have any limitations and how best to work with them or around them. For example, if you cannot read or write well you probably cannot be a secretary or stock clerk, but there are many other jobs you can do. Likewise, if you have physical restrictions there may be some jobs you are unable to do. However, there are other jobs you can do. There are also ways to accommodate or to change the work site so you can do the job.

Knowing yourself well is critical to a successful job search. It is your job to "sell" your skills and abilities to prospective employers. The work sheets in this unit are designed to help you evaluate some of your worker strengths as well as any limitations.

So let's get started.

IDENTIFYING YOUR WORK VALUES

Values are the qualities, characteristics, or ideas we feel strongly about. Values affect our decisions, goals, and behaviors not only in our personal life, but our life on the job as well. If we act in a way not consistent with our values, we may be unhappy.

Review the list of values below. Please check (✓) all the things you would need to be happy on the job:

_____ Enjoy and feel good about the work I do

_____ Amount of money paid--good wages

_____ Job location

_____ Opportunities for advancement

_____ Good benefits such as paid insurance, sick leave, vacation

_____ Steady, permanent job

_____ Lots of supervision

_____ Little or no supervision

_____ Able to use my natural talents and abilities

_____ Likeable boss

_____ Likeable co-workers

_____ Approval of family and friends

_____ Clean work area

_____ Quiet work area

_____ Lots of activity in work area

_____ Reputation of employer

_____ Safe working conditions

_____ Same hours and days (shifts) to work

_____ A worker's union

_____ Opportunity for overtime

Circle the three values that are the most important to you. As you set your job goals, keep these values in mind--especially the three that you have identified as the most important to you. If you do not understand your values, you may find yourself feeling very dissatisfied and unhappy in a job later.

SKILLS AND ABILITIES

MY WORKER STRENGTHS

For years we have been taught we shouldn't "brag" about ourselves, therefore we often feel shy and sometimes come up with a blank when trying to identify our strengths. Knowing what your strengths are builds self-confidence and will help sell yourself to a prospective employer when she/he asks, "Why should I hire you?"

Please check (✓) all that describe you - Go ahead, brag a little!

_____ Am honest
_____ Do what I say I will--am dependable
_____ Am friendly and cooperative
_____ Get along with other workers/supervisors
_____ Work well under stress
_____ Control my temper--rarely get angry
_____ Learn new things quickly
_____ Am clean and have a good appearance
_____ Can work without constant supervision
_____ Neat in work habits
_____ Willing to do extra work
_____ Do careful, accurate quality work
_____ Have energy, work hard and fast
_____ Can be trusted
_____ Am cheerful with positive attitude
_____ Like and believe in myself
_____ Am creative and have initiative
_____ Use good judgement
_____ Sense of humor
_____ Can solve problems--find new ways of doing things
_____ Working and being productive are important to me

Often an employer will ask you what your "strengths" as a worker are. **Circle three strengths you might give as an answer. How would you expand on this answer by giving specific concrete examples where you have demonstrated these strengths in past work or life experiences?**

MY WORKER WEAKNESSES

All of us have a few bad habits or "weaknesses." It is helpful to know where we can use a little improvement. Be honest when you answer the following as no one will see this list but you.

Please check (✓) all that describe you when you are on the job.

_____ Brag about myself a lot
_____ Am often moody or unpleasant to others
_____ Gossip or talk about others
_____ Use bad language--swear
_____ Look dirty or have body odor
_____ My clothes sometimes look messy or inappropriate
_____ Like to show off
_____ Have a bad temper
_____ Complain or argue too much
_____ Want things my way--sometimes am selfish
_____ Am lazy or get tired easily
_____ Put things off instead of doing them now
_____ Cheat or lie
_____ Take credit for things I didn't do
_____ Make fun of or tease others
_____ Do not always do what I say I will
_____ Have poor manners--sometimes inconsiderate
_____ Am suspicious of or don't trust others
_____ Get bored easily
_____ Party too much, too late, too often
_____ Take things that aren't mine
_____ Am careless and make mistakes in my work
_____ Sometimes talk too much at the wrong time
_____ Get upset when someone corrects me--even when I need it
_____ Others:

Although these weaknesses are not the sort of thing you would tell during a job interview, you should be aware of them.

Note: Any behaviors checked above could get you into serious trouble on the job or even cause you to lose a job. **What changes might you make to correct these behaviors?**

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A FIRST LOOK AT MY SKILLS AND ABILITIES

People who work in the field of vocational planning often categorize interests, skills, abilities and jobs into three areas. These areas are:

THINGS
DATA
PEOPLE

The next exercise is designed to help you begin to identify some of the skills you have right now and that you could use on a job. Look for a trend--are your skills "better" in the area of Things, Data, or People? (Some of these skills may overlap into other areas.) **Check (✓) all the skills you have--also indicate how well you can do each thing.**

At this time I can:	Very Well	Some-what	Not At All
THINGS			
Measure and mix things	____	____	____
Work in food preparation and clean-up	____	____	____
Draw or design things	____	____	____
Fix things using tools	____	____	____
Lift or move heavy things	____	____	____
Climb heights	____	____	____
Work well with my hands to make and repair things	____	____	____
Grow plants and crops or raise animals	____	____	____
Drive a car, truck, or heavy equipment	____	____	____
Operate machines	____	____	____
Sort, organize, and arrange things	____	____	____
Clean places or things	____	____	____
DATA			
Read and write	____	____	____
Work with details	____	____	____
Organize work	____	____	____
Do math well--work with numbers	____	____	____

A First Look... (continued)	Very Well	Some-what	Not At All
Accurately record information	____	____	____
File alphabetically and numerically	____	____	____
Follow written instructions	____	____	____
Prepare reports	____	____	____
Solve problems or plan future work	____	____	____
Look up information--do research	____	____	____
Work with computers and/or computer programs	____	____	____
Proofread written work	____	____	____
Get information from people	____	____	____
PEOPLE			
Serve customers	____	____	____
Sell products or services	____	____	____
Give instructions to others	____	____	____
Help or counsel others	____	____	____
Supervise other workers	____	____	____
Find solutions to conflict between people	____	____	____
Speak to groups of people	____	____	____
Talk on the telephone	____	____	____
Work well with a variety of people	____	____	____
Entertain others	____	____	____
Take instructions from others	____	____	____
Work with animals	____	____	____

In which area(s) have you developed your skills to the best degree? Has this been by choice, necessity or coincidence? Is this the area in which you would choose to work or is there another area that seems more appealing?

The next three pages list some common jobs which you might like to have. They are also grouped by these three choice areas--Things, Data, People. If you checked (✓) more items in one of the three above categories, consider that section on the following pages for some job ideas.

WHAT CAN YOU DO....WHAT DO YOU WANT TO DO?

Review these lists to discover your personal preferences, possible training needs, and to expand your awareness of various job possibilities. Some of these jobs might fit into more than one category. **Check (✓) if it is true.**

Like to work with THINGS

Job Title	**I have the skills right now (✓)**	**I would like this job (✓)**
Food Service Worker or Cook	____	____
Machine Operator	____	____
Truck Driver	____	____
Laborer	____	____
Packager	____	____
Farm or Agricultural Worker	____	____
Heavy Equipment Operator	____	____
Warehouse Worker	____	____
Quality Control or Inspector	____	____
Production or Assembly Worker	____	____
Mechanic or Machine Maintenance	____	____
Building Painter--Interior or Exterior	____	____
Florist or Greenhouse Worker	____	____
Artist	____	____
Craftsperson	____	____
Building Maintenance or Janitor	____	____
Groundskeeper or Landscaper	____	____
Stock Person or Parts Clerk	____	____
Repair Technician	____	____
Housekeeper or Maid	____	____
Musician	____	____
Carpenter	____	____
Construction Worker	____	____

Like to work with DATA

Job Title	I have the skills right now (✓)	I would like this job (✓)
Shipping and Receiving Clerk	____	____
Data Entry Technician	____	____
Secretary	____	____
Mathematician	____	____
Word Processor Operator	____	____
Grants Writer	____	____
Computer Operator	____	____
File Clerk	____	____
Library Worker	____	____
Bookkeeper or Accountant	____	____
Computer Programmer	____	____
Laboratory Technician	____	____
Inventory Clerk	____	____
Tester of Soil, Water, Foods	____	____
Proofreader	____	____
Architect or Draftsperson	____	____
Bank Teller	____	____
Researcher	____	____
Postal Worker	____	____
Engineer	____	____
Writer or Journalist	____	____
Other	____	____

Like to work with PEOPLE

Job Title	I have the skills right now (✓)	I would like this job (✓)
Receptionist	____	____
Salesperson	____	____
Cashier	____	____
Customer Service	____	____
Dispatcher or Switchboard Operator	____	____

Like to work with PEOPLE (continued)

Taxi Cab or Bus Driver	____	____
Delivery Driver	____	____
Ticket Agent	____	____
Counselor	____	____
Service Station Attendant	____	____
Daycare Worker	____	____
Teacher	____	____
Nurse or Personal Care Attendant	____	____
Retail Store Manager or Buyer	____	____
Emergency Medical Technician	____	____
Supervisor or Foreman	____	____
Beautician or Barber	____	____
Waitress or Waiter	____	____
Administrator or Manager	____	____
Animal Trainer or Caretaker	____	____
Other:	____	____

Talk to your instructor about jobs that you like, but do not have the skills for right now. You may be able to get the training necessary for employment in a new area of interest. Some of these ideas may become long-range goals.

Do you need to learn more about any of these positions or training programs? If so, your instructor can assist you in locating specific information about these career possibilities or others and their requirements.

MY WORK INTERESTS PREFERENCE

Let's take a further look at some of the work-related tasks you like to do. This will provide some clues as to the type of work environment in which you would probably be most happy. **Please check (✓) all that describe you. Then add up the check marks in each group and list your work area choices on the next page.**

THINGS

I LIKE TO:

_____ work with machines or electronic equipment

_____ set up computers for a small business

_____ work doing cleaning and taking care of buildings

_____ work doing preparing and cooking food and doing the clean up

_____ sort, organize and put things where they belong

_____ drive or operate a car, truck, or heavy equipment like tractors and forklifts

_____ build things and work with my hands

Count the (✓) marks and write the number in the box.

This total represents your interest in working with **THINGS**

DATA

I LIKE TO:

_____ solve problems and discover new facts

_____ look up or research information

_____ keep track of numbers or information

_____ add, subtract, multiply and divide numbers

_____ do very careful, accurate work

_____ read, write and do paperwork

_____ work with computer programs or software

Count the (✓) marks and write the number in the box.

This total represents your interest in working with **DATA** or paperwork or computers.

My Work Interests (continued)

PEOPLE

I LIKE TO:

____ work with others as part of a team

____ meet new people and sell things or ideas

____ work taking care of others

____ work giving advice to or teaching others

____ answer the telephone and take messages or greet people

____ work counseling with and listening to others

____ motivate or entertain others

Count the (✓) marks and write the number in the box.

This total represents your interest in working with **PEOPLE** or animals

My first choice work area is _____.
(The most check marks)

My second choice work area is _____.
(Second most check marks)

My last choice work area is _____.
(Fewest check marks)

Think about your reasons for these choices. Does this accurately reflect your vocational preferences? What does this mean in terms of job goal setting?

<u>Interpreting Your Scores</u>

In general, if you place 5 or more checks in a category, you have a definite interest in working within that environment. Three or 4 checks means that you can "take it or leave" that area. Zero, 1 or 2 checks usually means that you want to avoid that type of work or work environment.

For example, a person scoring 7 on the People area, 4 on Data, and 1 on Things would have a strong need to work with or around people. He or she might be indifferent about working with Data and would dislike Things work. In other words he/she would not want a job where he/she had to make things, move things, or operate production machinery.

DEFINING YOUR SKILLS AND ABILITIES

Often we don't even know what our own skills and abilities are. We take for granted the talents we have developed. To effectively sell your product - YOU - to an employer, you must be able to relate specific skills to him/her. You should also be able to give examples of these skills. Remember that skills are developed not only at work or at school; skills can also be developed through volunteer work, unpaid work, and hobbies.

There are three main skill areas that you must convey to employers:

1. Technical Skills - Specific job related skills, such as typing, welding, and machinery operator, learned through experience, training or self-teaching.
2. Transferable Skills - Learned skills that can be used in a wide variety of job situations. These are general skills, such as communication, supervision, and organizational skills.
3. Personality Characteristics - Individual characteristics that can make you a valuable employee in almost any job you choose. Some examples are: dependability, self-starting, and ability to get along with others. Most employers say that about 80% of their hiring decision is based on the applicant's personality characteristics.

SKILLS I HAVE NOW

Check (✓) all the skills you have and add to the list where possible.

Technical Skills (Skills I have learned)

Tools I use-both hand & power

Machines I operate (run)

Maintenance Skills

_have mechanical abilities
_possess custodial skills

Building or assembly skills

_build with wood
_build with steel or metal
_build with masonry, brick or concrete
_factory or assembly experience

Driver's license

_valid driver's license
_chauffeur's license
_good driving record

Equipment I drive or operate

_forklift
_hoist/crane
_truck
_van
_car
_heavy equipment
_tractor and farm machinery

Clerical skills

_type ___ words per minute
_shorthand
_transcribe dictation
_word processor or computer data entry
_bookkeeping/accounting
_filing

Computer skills

_programming
_data entry
_computer technician

Skills I Have Now (continued)

Transferable Skills (Skills that transfer to other areas)

Helping skills

_can serve people well
_can help people
_can take care of people
_can listen to people
_can take care of animals

Speaking skills

_can talk to people one-on-one
_can speak to small groups
_can speak to large groups
_can interview people
_can do telephone sales
_can sell to people
_speak foreign language

Numbers, reading or writing skills

_can do record keeping or inventory
_can manage a budget
_can write reports
_can write poetry, stories, books
_can do accurate proofreading

Creative skills

_can act
_am musical
_am artistic
_design or invent new or better things
_do specialized cooking
_do sewing, knitting, or other creative crafts
_can do interior decorating

Leadership, planning or organizing skills

_can supervise people
_can manage a department or business
_can coordinate and organize projects
_can teach classes
_can do community organizing
_can motivate people/public relations

Problem solving skills

_can find mechanical or electrical problems and fix
_can find better ways of doing things
_can work with people to solve problems

Personality (Positive Traits)

_honest
_neat
_dependable
_hardworking
_want to work
_like to learn new things
_good attendance
_on time--punctual
_can work without supervision
_get along with others
_cooperative
_follows directions well
_can accept criticism
_pleasant and friendly
_complete a job once started
_respect for authority
_work well under pressure
_good work speed
_do quality work
_like responsibility
_good health and energy
_good physical condition
_other:

LEARNING FROM PAST EXPERIENCES

History is a great teacher. Let's take a look at your own history, what you have learned about yourself, and your likes and dislikes.

List employment you have had in the past by job title (for example, machine operator, bookkeeper or food service worker). You may also want to include important school experiences and volunteer work.

1.

2.

3.

4.

5.

6.

7.

Now (Circle) the two jobs and/or activities you liked the most.

What did you like about these two jobs?

1.

2.

Draw a line through the jobs you disliked. Write the reasons you disliked those jobs below:

Look for trends in why you liked certain work experiences and think about similar or related types of work that you could do now. Remember, if you disliked any experience, try to avoid repeating the same mistake by returning to the same kind of situation.

SHORT-RANGE JOB GOALS---WHICH JOBS ARE RIGHT FOR ME NOW?

Short-range jobs are those for which you are presently qualified. These are jobs you can apply for right now, if you wanted to. Because they allow you to be self-supporting while working toward a career you want, these jobs are sometimes called "survival jobs."

List three job titles I would like to have and could do now.	Duties of the job (if you don't know, ask your instructor for help).	The skills, experiences, and training I already have that would be helpful in this area.	Do I have skills? Yes or No*
1			
2			
3			

*If you don't have the needed skills or experience, ask yourself, "what can I do to change that?" If you want to work in a certain job in the future, but first may need to get specific skills, experience or training to qualify, that future goal becomes a long-range goal.

If finding and getting any of these three jobs listed above is not realistic right now, choose another job you would be able to get right now. This job is your short-term job goal. You can work towards the original choice as a long-range goal.

LONG-RANGE GOAL SETTING

What you really want to do and what you are qualified for are often two different things. Your short-range vocational goal is what you can do right now. Sometimes it may mean taking a "survival job" just to temporarily bring in money for food and shelter.

A long-range vocational goal may be one that requires training and experience. It is usually thought of as a goal you hope to achieve within three to five years. It's best to set both types of goals. To reach these goals you must plan your future.

Remember, it has been said that "if you don't know where you are going, you'll probably end up somewhere else![1] There is a lot of truth to that statement.

---

[1] If you don't know where you're going, you'll probably end up somewhere else, a book by David Campbell, Ph.D., Argus Communications, Allen, Texas, 1974.

A LONG-RANGE GOAL SETTING EXERCISE

It is easy to create a step-by-step plan to achieve your long-range goal(s). First, write down this goal in the first box. Second, work backwards to define the steps you need to take to get to your long-range goal. Third, begin with today's date and estimate the dates by which you expect to achieve the next step. Usually, you should work toward a goal that you can reach in 3 to 5 years. For example:

1. My long-range vocational goal ("my dream") is to be a(an):

BUYER

   This will be possible by December 1993 (date)

2. Just before I achieve my long-range vocational goal, I will be a(an):

ASSISTANT BUYER

   This will be possible by: January 1992 (date)

3. Before that I will need experience as a(an):

DEPARTMENT MANAGER

   This will be possible by: December 1990 (date)

4. Before that I will work as a(an):

ASSISTANT DEPARTMENT MANAGER

   This will be possible by: November 1989 (date)

5. Before that I will work as a(an):

SALES CLERK

   This will be possible by: January 1988 (date)

6. I will start by becoming a(an):

STOCK CLERK

   I will start this job by: July 30, 1987 (date)

7. Today's date _____

Look over the example and then plan your own vocational goal. In other words, how will you get to your dream job.

1. My long-range vocational goal ("my dream") is to be a(an):

   This will be possible by: _____ (date)

2. Just before I achieve my long-range vocational goal, I will be a(an):

   This will be possible by: _____ (date)

3. Before that I will need experience as a(an):

   This will be possible by: _____ (date)

4. Before that I will work as a(an):

   This will be possible by: _____ (date)

5. Before that I will work as a(an):

   This will be possible by: _____ (date)

6. I will start by becoming a(an):

   I will start this job by: _____ (date)

7. Today's date _____

For your information...

SOME COMMON WAGES PAID
(By Gross Salary)

"Gross Salary" is the amount of money you make before taxes and any other money is subtracted from your pay.

Hourly	Daily	Weekly	Monthly	Yearly
4.25	34.00	170.00	736.67	8,840.00
4.30	34.40	172.00	745.33	8,944.00
4.40	35.20	176.00	762.67	9,152.00
4.50	36.00	180.00	780.00	9,360.00
4.60	36.80	184.00	797.33	9,568.00
4.70	37.60	188.00	814.67	9,776.00
4.75	38.00	190.00	823.33	9,880.00
4.80	38.40	192.00	832.00	9,984.00
4.90	39.20	196.00	849.33	10,192.00
5.00	40.00	200.00	866.67	10,400.00
5.10	40.80	204.00	884.00	10,608.00
5.20	41.60	208.00	901.33	10,816.00
5.25	42.00	210.00	910.00	10,920.00
5.30	42.40	212.00	918.66	11,024.00
5.40	43.20	216.00	936.00	11,232.00
5.50	44.00	220.00	953.33	11,440.00
5.60	44.80	224.00	970.66	11,648.00
5.70	45.60	228.00	988.00	11,856.00
5.75	46.00	230.00	996.66	11,960.00
5.80	46.40	232.00	1,005.33	12,064.00
5.90	47.20	236.00	1,022.66	12,272.00
6.00	48.00	240.00	1,040.00	12,480.00
6.10	48.80	244.00	1,057.33	12,688.00
6.20	49.60	248.00	1,074.66	12,896.00
6.25	50.00	250.00	1,083.33	13,000.00
6.30	50.40	252.00	1,092.00	13,104.00
6.40	51.20	256.00	1,109.33	13,312.00
6.50	52.00	260.00	1,126.66	13,520.00
6.60	52.80	264.00	1,144.00	13,728.00
6.70	53.60	268.00	1,161.33	13,936.00
6.75	54.00	270.00	1,170.00	14,040.00
6.80	54.40	272.00	1,178.66	14,144.00
6.90	55.20	276.00	1,196.00	14,352.00
7.00	56.00	280.00	1,213.33	14,560.00
7.10	56.80	284.00	1,230.66	14,768.00

Hourly	Daily	Weekly	Monthly	Yearly
7.20	57.60	288.00	1,248.00	14,976.00
7.25	58.00	290.00	1,256.66	15,080.00
7.30	58.40	292.00	1,265.33	15,184.00
7.40	59.20	296.00	1,282.66	15,392.00
7.50	60.00	300.00	1,300.00	15,600.00
7.60	60.80	304.00	1,317.33	15,808.00
7.70	61.60	308.00	1,334.66	16,016.00
7.75	62.00	310.00	1,343.33	16,120.00
7.80	62.40	312.00	1,352.00	16,224.00
7.90	63.20	316.00	1,369.33	16,432.00
8.00	64.00	320.00	1,386.66	16,640.00
8.10	64.80	324.00	1,404.00	16,848.00
8.20	65.60	328.00	1,421.33	17,056.00
8.25	66.00	330.00	1,430.00	17,160.00
8.30	66.40	332.00	1,438.66	17,264.00
8.40	67.20	336.00	1,456.00	17,472.00
8.50	68.00	340.00	1,473.33	17,680.00
8.60	68.80	344.00	1,490.66	17,888.00
8.70	69.60	348.00	1,508.00	18,096.00
8.75	70.00	350.00	1,516.66	18,200.00
8.80	70.40	352.00	1,525.33	18,304.00
8.90	71.20	356.00	1,542.66	18,512.00
9.00	72.00	360.00	1,560.00	18,720.00
9.10	72.80	364.00	1,577.33	18,928.00
9.20	73.60	368.00	1,594.66	19,136.00
9.25	74.00	370.00	1,603.33	19,240.00
9.30	74.40	372.00	1,612.00	19,344.00
9.40	75.20	376.00	1,629.33	19,552.00
9.50	76.00	380.00	1,646.66	19,760.00
9.60	76.80	384.00	1,664.00	19,968.00
9.70	77.60	388.00	1,681.33	20,176.00
9.75	78.00	390.00	1,690.00	20,280.00
9.80	78.40	392.00	1,698.66	20,384.00
9.90	79.20	396.00	1,716.00	20,592.00
10.00	80.00	400.00	1,733.33	20,800.00

Remember, the pay you actually take home, which is called your "Net Salary," would be less than those listed above after taxes and any other money is subtracted from your pay.

Some things to think about...

IS THE JOB RIGHT FOR YOU

SERVICE JOBS ----------> You must:

Such as: sales clerk, waitress, nurse, beautician, taxi cab driver, receptionist, cashier, wholesaler, day care worker, personal care attendant, service station attendant

- have neat, clean appearance
- be courteous and tactful
- be willing to take and follow orders
- get along well with people you serve

FACTORY OR MECHANICAL JOBS -----> You must:

Such as: machine operator, packager, warehouse worker, mechanic, janitor, assembly worker, sorter, stockperson

- be able to do the same thing over and over every day
- work well with hands
- be on the job regularly
- work under time deadlines
- do accurate, quality work
- be able to work alone

OFFICE OR CLERICAL JOBS --------> You must:

Such as: secretary, typist, computer operator, bookkeeper, file clerk, postal clerk, counter parts person, data entry operator

- be a self-starter
- work well independently
- do careful, accurate work
- have pleasant personality
- adapt to changing work situations
- be organized

BUILDING TRADES JOBS ----------> You must:

Such as: heavy equipment operator, carpenter, mason, plumber, electrician, roofer, laborer

- work according to specifications or blueprints
- have good motor coordination
- be accurate in work
- be in good physical condition
- know safety rules
- know how to use tools and equipment
- be willing to work in hazardous conditions

MANAGEMENT OR SUPERVISORY JOBS -> You must:

Such as: office manager, foreman, personnel manager, plant supervisor, lead worker

- work well with others
- be an excellent communicator
- be a good listener
- be good at problem solving
- be able to motivate or inspire others
- have knowledge of the company, department and its rules and procedures

More Information

Fastest Growing Occupations, 1992-2005
Moderate Alternative Projection

(Numbers in thousands)

Occupations	Employment		Numerical Change	Percent Change
	1992	2005		
Home health aides	347	827	479	138
Human service workers	189	445	256	136
Personal and home care aides	127	293	166	130
Computer engineers and scientists	211	447	236	112
System analysts	455	956	501	110
Physical and corrective therapy assistants/aides	61	118	57	93
Physical therapists	90	170	79	88
Paralegals	95	176	81	86
Teachers, special education	358	625	267	74
Medical assistants	181	308	128	71
Detectives, except public	59	100	41	70
Correction officers	282	479	197	70
Child care workers	684	1,135	450	66
Travel agents	115	191	76	66
Radiologic technologists and technicians	162	264	102	63
Nursery workers	72	116	44	62
Medical records technicians	76	123	47	61
Operations research analysts	45	72	27	61
Occupational therapists	40	64	24	60
Legal secretaries	280	439	160	57
Teachers, preschool and kindergarten	434	669	236	54
Manicurists	35	55	19	54
Producers, directors, actors, and entertainers	129	198	69	54
Speech language pathologists and audiologists	73	110	37	51
Flight attendants	93	140	47	51
Guards	803	1,211	408	51
Insurance adjusters, examiners, and investigators	147	220	72	49
Respiratory therapists	74	109	36	48
Psychologists	143	212	69	48
Paving, surfacing, and tamping equipment operators	72	107	35	48

More Information

Occupations with the Largest Job Growth, 1992-2005
Moderate Alternative Projection

(Numbers in thousands)

Occupations	Employment		Numerical Change	Percent Change
	1992	2005		
Salespersons, retail	3,660	4,446	786	21
Registered nurses	1,835	2,601	765	42
Cashiers	2,747	3,417	670	24
General office clerks	2,688	3,342	654	24
Truck drivers light and heavy	2,391	3,039	648	27
Waiters and waitresses	1,756	2,394	637	36
Nursing aides, orderlies, and attendants	1,308	1,903	594	45
Janitors and cleaners, including maids and housekeeping cleaners	2,862	3,410	548	19
Food preparation workers	1,223	1,748	524	43
Systems analysts	455	956	501	110
Home health aides	347	827	479	138
Teachers, secondary school	1,263	1,724	462	37
Child care workers	684	1,135	450	66
Guards	803	1,211	408	51
Marketing and sales worker supervisors	2,036	2,443	407	20
Teacher aides and educational assistants	885	1,266	381	43
General managers and top executives	2,871	3,251	380	13
Maintenance repairers, general utility	1,145	1,464	319	28
Gardeners and groundskeepers, except farm	884	1,195	311	35
Teachers, elementary	1,456	1,767	311	21
Food counter, fountain, and related workers	1,564	1,872	308	20
Receptionists and information clerks	904	1,210	305	34
Accountants and auditors	939	1,243	304	32
Clerical supervisors and managers	1,267	1,568	301	24
Cooks, restaurant	602	879	276	46
Teachers, special education	358	625	267	74
Licensed practical nurses	659	920	261	40
Cooks, short order and fast food	714	971	257	36
Human services workers	189	445	256	136
Computer engineers and scientists	211	447	236	112

UNIT 3

DOING THE PAPERWORK

Many people dislike the "paperwork" involved in a job search. However, it is not too difficult if you follow some basic guidelines. Let's look at the paperwork typically required during an employment search.

JOB APPLICATION FORMS

THE COMPLETED JOB APPLICATION FORM IS PROBABLY THE FIRST IMPRESSION AN EMPLOYER WILL HAVE OF YOU--SO MAKE IT A GOOD ONE! IT IS IMPORTANT TO ANSWER ALL OF THE QUESTIONS CAREFULLY AND POSITIVELY.

An employer will scan the application and within 30 seconds, will accept or reject it. The employer first will see if you fit the job requirements, will check for additional information that might be helpful, and will notice:

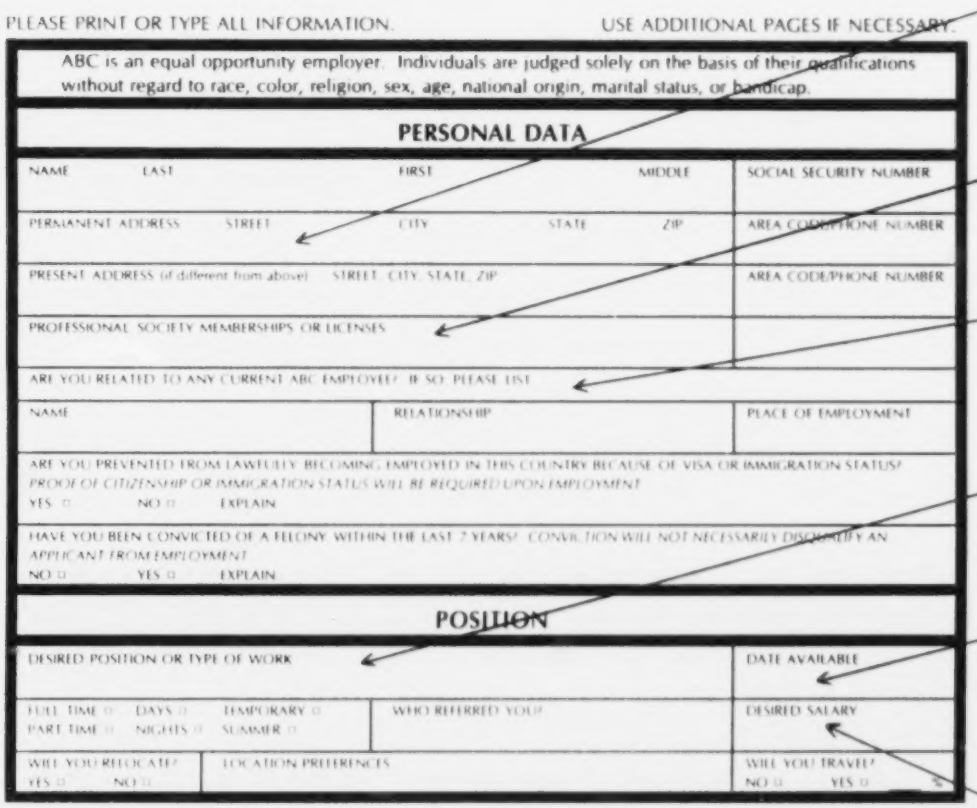
* how neat you are
* if the application is complete
* how prepared and organized you are
* how well you follow directions

Be sure to TAKE YOUR TIME AND DO A GOOD JOB COMPLETING THE APPLICATIONS, or you may never get a chance to interview. Minor errors on the application may cause an employer not to select you for the interview.

Although there are thousands of different types of application forms, most of them are somewhat similar. Let's take a look at a typical one.

ANATOMY OF AN APPLICATION FORM

Although there are many different kinds of application forms, the rules for filling them out are usually pretty much the same. The following sample is typical of what you will find when you start applying for jobs. Note that many of these questions may not be considered "fair."



PLEASE PRINT OR TYPE ALL INFORMATION. USE ADDITIONAL PAGES IF NECESSARY.

ABC is an equal opportunity employer. Individuals are judged solely on the basis of their qualifications without regard to race, color, religion, sex, age, national origin, marital status, or handicap.

PERSONAL DATA

NAME LAST	FIRST	MIDDLE	SOCIAL SECURITY NUMBER

PERMANENT ADDRESS STREET	CITY	STATE	ZIP	AREA CODE/PHONE NUMBER

PRESENT ADDRESS (if different from above) STREET, CITY, STATE, ZIP	AREA CODE/PHONE NUMBER

PROFESSIONAL SOCIETY MEMBERSHIPS OR LICENSES	

ARE YOU RELATED TO ANY CURRENT ABC EMPLOYEE? IF SO, PLEASE LIST.

NAME	RELATIONSHIP	PLACE OF EMPLOYMENT

ARE YOU PREVENTED FROM LAWFULLY BECOMING EMPLOYED IN THIS COUNTRY BECAUSE OF VISA OR IMMIGRATION STATUS? *PROOF OF CITIZENSHIP OR IMMIGRATION STATUS WILL BE REQUIRED UPON EMPLOYMENT.*
YES ☐ NO ☐ EXPLAIN

HAVE YOU BEEN CONVICTED OF A FELONY WITHIN THE LAST 7 YEARS? *CONVICTION WILL NOT NECESSARILY DISQUALIFY AN APPLICANT FROM EMPLOYMENT.*
NO ☐ YES ☐ EXPLAIN

POSITION

DESIRED POSITION OR TYPE OF WORK		DATE AVAILABLE

FULL TIME ☐ DAYS ☐ TEMPORARY ☐ PART TIME ☐ NIGHTS ☐ SUMMER ☐	WHO REFERRED YOU?	DESIRED SALARY

WILL YOU RELOCATE? YES ☐ NO ☐	LOCATION PREFERENCES	WILL YOU TRAVEL? NO ☐ YES ☐

General Information
The employer is trying to get the necessary facts about you. If you choose, you may leave this blank; however, the employer will wonder if you have something to hide.

Professional Memberships
List only those that pertain to employment. Omit those indicating political, cultural, or social affiliations.

Relatives of ABC Company
Many companies have policies that prohibit members of the same family from being employed in the same location. Be honest, a distant relative working for the company may be acceptable.

Position Applied For
Be sure to list one or two job titles in which you are interested. Never state "anything" as employers may think you have no goals.

Availability
Make yourself as available as possible, show flexibility. Employers often start new employees on a part time or temporary basis. Full time, permanent positions are most often offered to those who have a "history" with the company.

Salary Question
Never fill in a dollar amount. Instead state "Open" or "Negotiable."

EDUCATION

	NAME AND ADDRESS OF SCHOOL	COURSE OF STUDY	YEARS COMPLETED	DIPLOMA/ DEGREE
ELEMENTARY SCHOOL				
HIGH SCHOOL				
UNDERGRADUATE COLLEGE				
GRADUATE COLLEGE				
OTHER (SPECIFY)				

WORK EXPERIENCE

PROVIDE A COMPLETE DESCRIPTION. THIS INFORMATION WILL BE USED TO DETERMINE IF YOUR APPLICATION IS ACCEPTED. **BE SPECIFIC**. START WITH YOUR MOST RECENT JOB. **BE CERTAIN TO INCLUDE ANY JOB RELATED TRAINING RECEIVED IN THE U.S. MILITARY**. FOR PART-TIME WORK, SHOW THE AVERAGE NUMBER OF HOURS PER MONTH. INDICATE ANY CHANGES IN JOB TITLE UNDER SAME EMPLOYER AS A SEPARATE POSITION.

EMPLOYER / KIND OF BUSINESS	STREET ADDRESS
YOUR TITLE / REASON FOR LEAVING	CITY, STATE, ZIP CODE
YOUR DUTIES	NAME OF SUPERVISOR
	TOTAL TIME EMPLOYED: ☐ FULL-TIME ☐ PART-TIME
	FROM (MONTH & YEAR) / TO (MONTH & YEAR)
	CHECK ONE: ☐ MONTHLY SALARY BEGINNING: $ ☐ HOURLY SALARY ENDING: $

EMPLOYER / KIND OF BUSINESS	STREET ADDRESS
YOUR TITLE / REASON FOR LEAVING	CITY, STATE, ZIP CODE
YOUR DUTIES	NAME OF SUPERVISOR
	TOTAL TIME EMPLOYED: ☐ FULL-TIME ☐ PART-TIME
	FROM (MONTH & YEAR) / TO (MONTH & YEAR)
	CHECK ONE: ☐ MONTHLY SALARY BEGINNING: $ ☐ HOURLY SALARY ENDING: $

<u>Education</u>
Many applications request the name and address of all schools attended. Be prepared, have this information ready. Unless high school diploma was specialized, put General Diploma/Degree. For Undergraduate/Graduate, list specific degree. If you have obtained a Diploma/Degree/Certificate from a Technical College or additional training sessions, list under Other and be specific.

<u>Work History</u>
Answer these questions truthfully and completely. Bring the information with you on a "Help Sheet" so you are prepared. Never say "See Resume" - take the time to complete the form even if you simply restate what your resume already says.

Include any volunteer work experience. Be prepared to respond to any gaps in your work history.

<u>Military</u>
List only job-related training and skills obtained during your military service.

<u>Reason for Leaving</u>
If your reason for leaving a job was not positive, be careful how you say it. NEVER put down anything which might concern the employer before you get a chance to interview. Instead, put down "Will explain in interview." (See page 41 for more ideas.)

EXTRA-CURRICULAR ACTIVITIES/ORGANIZATIONS

DESCRIBE ANY EXTRA-CURRICULAR ACTIVITIES/ORGANIZATIONS: (SUCH AS CLUBS, HOBBIES, ETC.)

REFERENCES

LIST 1 PROFESSIONAL AND 1 PERSONAL REFERENCE

NAME		ADDRESS CITY STATE ZIP		AREA CODE/PHONE NUMBER
	CHECK ONE PROFESSIONAL REFERENCE ☐ PERSONAL REFERENCE ☐	YEARS ACQUAINTED	RELATIONSHIP	OCCUPATION
NAME		ADDRESS CITY STATE ZIP		AREA CODE/PHONE NUMBER
	CHECK ONE PROFESSIONAL REFERENCE ☐ PERSONAL REFERENCE ☐	YEARS ACQUAINTED	RELATIONSHIP	OCCUPATION
NAME		ADDRESS CITY STATE ZIP		AREA CODE/PHONE NUMBER
	CHECK ONE PROFESSIONAL REFERENCE ☐ PERSONAL REFERENCE ☐	YEARS ACQUAINTED	RELATIONSHIP	OCCUPATION
NAME		ADDRESS CITY STATE ZIP		AREA CODE/PHONE NUMBER
	CHECK ONE PROFESSIONAL REFERENCE ☐ PERSONAL REFERENCE ☐	YEARS ACQUAINTED	RELATIONSHIP	OCCUPATION

APPLICANT STATEMENT

I AUTHORIZE VERIFICATION OF ALL STATEMENTS CONTAINED IN THIS QUALIFICATION RECORD FOR REASON OF MY EMPLOYMENT CONSIDERATION. I UNDERSTAND THAT MY MISREPRESENTATION OR OMISSION OF ANY PERTINENT FACTS PRESENTED OR REQUESTED IN THIS EMPLOYMENT APPLICATION MAY BE SUFFICIENT CAUSE FOR MY NO LONGER BEING CONSIDERED FOR EMPLOYMENT OR TERMINATION OF MY EMPLOYMENT UPON ANY FALSIFICATION BEING DISCOVERED. FORMER EMPLOYERS AND/OR PERSONS NAMED IN THE FOREGOING ARE AUTHORIZED TO PROVIDE ANY INFORMATION REQUESTED BY ABC COMPANY IN CONSIDERING THIS APPLICATION FOR EMPLOYMENT.

DATE _____ APPLICANT SIGNATURE _____

FOR OFFICE USE ONLY

Extra-Curricular Activities/Organizations
Many employers encourage their employees to be actively involved in community or service programs. List programs and organizations other than those with religious or political affiliations.

References
Be prepared to list persons you know would say positive things about your work, skills, and personality. Be sure to get permission from those you list so they are not confused, surprised, or unhappy about getting a reference call from a prospective employer. (Have complete name, position/company employed, address and phone number ready).

Do Not Write in These Areas
These areas are meant for employer's comments about you regarding the first impressions you make.

Always Proofread Your Application Prior to Signing

LISTING REASONS ON AN APPLICATION FORM FOR LEAVING JOBS

Employers will take special note of your cited reasons for leaving past jobs. They will be watching for indications that you may have had difficulty getting along with other persons, for health problems and for other signs of "trouble." Take care when you indicate these reasons on an application form as well as while answering questions during an interview.

NEVER USE	USE INSTEAD
Fired **Injury** **Health Problems** **Personal Problems** (May alarm employer that you have a pattern of poor health or recurring injuries.)	**Will Explain in Interview**
Laid Off (May appear that you alone were fired or asked to leave job.)	**Not Enough Work** **Large Company Lay Off** **Job Phased Out**
Not Enough Money or Benefits **Didn't Like Job** **Didn't Like Company** **Didn't Like Boss** **Quit** (May appear that you have a bad attitude or don't get along with others.)	**Will Explain in Interview** **or** **Job Advancement** if you went to a job offering more money, better position, more benefits, better company, opportunity for job advancement.
	Other good reasons for leaving jobs: **Moved or Relocated** **Care for my Family** **School or Training** **Seasonal or Temporary Employment**

MORE ABOUT CHOOSING REFERENCES

A reference is a person who knows you and can say things about your qualifications based on his/her experience working with you or simply knowing you. A good reference has credibility and will say positive things about your abilities and personality characteristics.

There are three types of references you can use:

1. **Employer** - These are people you have either worked for or with. List ones who have good things to say about your honesty, dependability and skills. If you are not sure what a former employer might say, ask them before you use their name. This type of reference is usually the most reliable reference available.
2. **Training** - These are people who have known you during your schooling such as teachers, administrators, or guidance counselors. Use this type of reference only if you've been in school within the past two years.
3. **Character** - These are people who have known you a long time and can talk about your honesty, work efforts, and dependability. Be sure to use their business titles to add credibility to this type of reference.

Do not list relatives, spouses, or significant others as references. These people will be expected to say good things about you and they lack credibility because of your relationship with them. Also, avoid using names of clergy or persons with strong political affiliations as the employer could possibly discriminate if he/she holds different beliefs.

REFERENCE CHECKS

Have you ever wondered what may be asked about you when an employer "checks" your references? The following are some typical questions that may be asked of a listed reference person.

1. How do you know him/her?

2. How long have you known him/her?

3. What kind of worker/person was he/she?

   ____ Dependable
   ____ Reliable
   ____ Accurate
   ____ Quality
   ____ Speed of Work/Quantity

4. How did he/she work without supervision?

5. How did he/she get along with others?

   ____ Co-workers
   ____ Supervisors

6. General impressions? Any problems? Any concerns?

7. How often was he/she late for work?

8. How often did he/she miss work in the past year?

9. Would you rehire him/her?

TIPS ON FILLING OUT APPLICATION FORMS

DO	DON'T
Do take a "Help Sheet," your resume, and an erasable pen with you.	Don't be caught unprepared without a pen and the correct information.
Do read the entire form carefully before you start filling it out.	Don't hurry through the form and make mistakes which show you don't follow directions well.
Do use your best printing and be neat.	Don't scratch out or write over mistakes--use an erasable pen. Don't fold, tear or smudge the application form.
Do follow all directions carefully.	Don't be afraid to ask questions if you don't understand.
Do tell the truth and be positive about yourself.	Don't confess everything on your application. If your written answer won't explain things positively, write "Will Explain in Interview" on your application form.
If you cannot answer a question positively, you may choose to leave a blank space. Do be prepared to answer and discuss these questions in an interview though.	Don't expect employers to forget about blank spaces on your application form or about times in your work history when you have not worked.
Do re-read the application form before you turn it in to make sure it presents you in a positive way.	Don't turn in an application with spelling errors, cross-outs or negative sounding information.

APPLICATION CHECKLIST

Always check the following items before you turn in your application form:

IS MY APPLICATION FORM:

_____ filled out completely

_____ clean and neat with no cross-outs or smudges

_____ easily readable

_____ filled out correctly--no spelling errors

_____ truthful - yet does not list health or personal problems

_____ positive and adequate in answers; states "open" as desired salary

_____ signed by me

THE APPLICATION FORM "HELP SHEET"

It is a good idea to have a "Help Sheet" with you when you fill out an application. The "Help Sheet" can be simply a sample application form which you have filled out ahead of time with all of the correct information and answers to application questions. The spelling is perfect and it lists your reference people, their job titles, addresses, and phone numbers so that you can simply copy the information onto the employer's own application form.

Employers say that a person who is well prepared to complete the application form gives the impression of being organized and motivated to work.

Keep the "Help Sheet" with you--in your purse, wallet or notebook--so that you are always prepared to answer all of the questions an employer asks on an application form.

ASSIGNMENT:

1. **FILL OUT THE "HELP SHEET" WHICH YOUR INSTRUCTOR GIVES YOU. Have the instructor check it over carefully when you are done to make certain that you have answered all of the questions properly with no spelling mistakes.**

2. **When you have completed your "Help Sheet," PRACTICE FILLING OUT APPLICATION FORMS UNTIL YOUR INSTRUCTOR TELLS YOU THAT YOU CAN CORRECTLY AND SATISFACTORILY COMPLETE AN APPLICATION. This is very important. If you DO NOT FILL OUT APPLICATION FORMS CORRECTLY--YOU MAY NEVER BE ASKED TO INTERVIEW FOR A JOB. Two samples are provided on the following pages for this purpose.**

Application For Employment

We consider applicants for all positions without regard to race, color, religion, creed, gender, national origin, age, disability, marital or veteran status, sexual orientation, or any other legally protected status.

(PLEASE PRINT)

Position(s) Applied For	Date of Application

How Did You Learn About Us?

☐ Advertisement ☐ Friend ☐ Walk-In

☐ Employment Agency ☐ Relative ☐ Other _____

Last Name	First Name	Middle Name

Address: Number	Street	City	State	Zip Code

Telephone Number(s)	Social Security Number

If you are under 18 years of age, can you provide required proof of your eligibility to work? ☐ Yes ☐ No

Have you ever filed an application with us before? ☐ Yes ☐ No

If Yes, give date _____

Have you ever been employed with us before? ☐ Yes ☐ No

If Yes, give date _____

Are you currently employed? ☐ Yes ☐ No

May we contact your present employer? ☐ Yes ☐ No

Are you prevented from lawfully becoming employed in this country because of Visa or Immigration Status? ☐ Yes ☐ No

Proof of citizenship or immigration status will be required upon employment.

On what date would you be available for work? _____

Are you available to work: ☐ Full Time ☐ Part Time ☐ Shift Work ☐ Temporary

Are you currently on "lay-off" status and subject to recall? ☐ Yes ☐ No

Can you travel if a job requires it? ☐ Yes ☐ No

Have you been convicted of a felony within the last 7 years? ☐ Yes ☐ No

Conviction will not necessarily disqualify an applicant from employment.

If Yes, please explain _____

WE ARE AN EQUAL OPPORTUNITY EMPLOYER

Education

	Name and Address of School	Course of Study	Years Completed	Diploma Degree
Elementary School				
High School				
Undergraduate College				
Graduate Professional				
Other (Specify)				

Indicate any foreign languages you can speak, read and / or write			
	FLUENT	GOOD	FAIR
SPEAK			
READ			
WRITE			

Describe any specialized training, apprenticeship, skills and extra-curricular activities.

Describe any job-related training received in the United States military.

Employment Experience

Start with your present or last job. Include any job-related military service assignments and volunteer activities. You may exclude organizations which indicate race, color, religion, gender, national origin, disabilities or other protected status.

1.	Employer	Dates Employed		Work Performed
		From	To	
	Address			
	Telephone Number(s)	Hourly Rate/Salary		
		Starting	Final	
	Job Title / Supervisor			
	Reason for Leaving			
2.	Employer	Dates Employed		Work Performed
		From	To	
	Address			
	Telephone Number(s)	Hourly Rate/Salary		
		Starting	Final	
	Job Title / Supervisor			
	Reason for Leaving			
3.	Employer	Dates Employed		Work Performed
		From	To	
	Address			
	Telephone Number(s)	Hourly Rate/Salary		
		Starting	Final	
	Job Title / Supervisor			
	Reason for Leaving			
4.	Employer	Dates Employed		Work Performed
		From	To	
	Address			
	Telephone Number(s)	Hourly Rate/Salary		
		Starting	Final	
	Job Title / Supervisor			
	Reason for Leaving			

If you need additional space, please continue on a separate sheet of paper.

List professional, trade, business or civic activities and offices held.

You may exclude membership which would reveal gender, race, religion, national origin, age, ancestry, disability or other protected status:

WORK APPLICATION

Company Name _____

PLEASE PRINT OR TYPE ALL INFORMATION ***USE ADDITIONAL PAGES IF NECESSARY***

Last Name	First Name	Middle

Application for Position of	Date Available
Present Address - Number, Street, City, State, Zip Code)	Home Phone (Include Area Code)
Mailing Address (if different from above) - Number, Street, City, State, Zip Code	Business Phone (Include Area Code)

What hours are you **NOT** available to work? (AM or PM)

What days are you **NOT** available to work?

☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday

Types of Employment Preferred (Check more than one box if desired)

☐ Permanent (Full Time) ☐ Permanent (Part Time) ☐ Temporary (Full Time) until _____ ☐ Temporary (Part Time) until _____

1. Do you have access to a car ? (For some positions, a vehicle is required.) ..... ☐ Yes ☐ No
2. Do you have a valid driver's license? ..... ☐ Yes ☐ No
3. Are you over age 18? ..... ☐ Yes ☐ No
4. Are you a U.S. citizen, or do you have an entry permit which allows you to work? ..... ☐ Yes ☐ No

EDUCATION AND TRAINING

Circle the highest grade or year completed in school: 1 2 3 4 5 6 7 8 9 10 11 12	Do you have a High School Diploma or a GED Equivalency? ☐ Yes ☐ No	Name and Location of High School

TRAINING BEYOND HIGH SCHOOL (College or University, Nursing, Business College, or other schools you have attended.) Under credits earned, indicate Q or Quarter Hours and S for Semester Hours.

Circle the number of years in College or University: 1 2 3 4 5 6 7 8

NAME AND LOCATION	Dates Attended From	Dates Attended To	Credits Earned	Major Field	GPA / Base	Degree (and Year) Conferred

Describe any education or training you have had which is not covered above, such as vocational school, correspondence courses, service schools, in-service training, or volunteer work which you feel is relevant to the job or jobs for which you are applying. Also include relevant licenses or certificates. ***Be specific.***

List any organizations you belong to (or have belonged to) and any job-related honors or awards you have received.

WORK EXPERIENCE: Provide a complete description. This information will be used to determine if your application is accepted. ***BE SPECIFIC.*** Start with your most recent job. BE CERTAIN TO INCLUDE SERVICE IN THE ARMED FORCES. For part-time work, show the average number of hours per month. Indicate any changes in job title under same employer as a separate position. You may also attach Work Application Supplement (JET-5012) with additional information.

Employer / Kind of Business	Street Address
Your Title / Reason for Leaving	City, State, Zip Code
Your Duties:	Name of Supervisor:
	Total Time Employed: ☐ Full-Time ☐ Part-Time
	From (Month & Year) / To (Month & Year)
	Check One: ☐ Monthly Salary ☐ Hourly Salary Beginning: $ Ending: $
Employer / Kind of Business	Street Address
Your Title / Reason for Leaving	City, State, Zip Code
Your Duties:	Name of Supervisor:
	Total Time Employed: ☐ Full-Time ☐ Part-Time
	From (Month & Year) / To (Month & Year)
	Check One: ☐ Monthly Salary ☐ Hourly Salary Beginning: $ Ending: $
Employer / Kind of Business	Street Address
Your Title / Reason for Leaving	City, State, Zip Code
Your Duties:	Name of Supervisor:
	Total Time Employed: ☐ Full-Time ☐ Part-Time
	From (Month & Year) / To (Month & Year)
	Check One: ☐ Monthly Salary ☐ Hourly Salary Beginning: $ Ending: $
Employer / Kind of Business	Street Address
Your Title / Reason for Leaving	City, State, Zip Code
Your Duties:	Name of Supervisor:
	Total Time Employed: ☐ Full-Time ☐ Part-Time
	From (Month & Year) / To (Month & Year)
	Check One: ☐ Monthly Salary ☐ Hourly Salary Beginning: $ Ending: $

May we communicate with your present employer? ☐ Yes ☐ No

REFERENCES

Name	Address	Telephone
Name	Address	Telephone
Name	Address	Telephone

Which completed application form impresses you? Why?

What is wrong? _____

_____

_____

PLEASE PRINT OR TYPE ALL INFORMATION — USE ADDITIONAL PAGES IF NECESSARY

ABC is an equal opportunity employer. Individuals are judged solely on the basis of their qualifications without regard to race, color, religion, sex, age, national origin, marital status, or handicap.

PERSONAL DATA

NAME (LAST, FIRST, MIDDLE)	SOCIAL SECURITY NUMBER
Sands Pat	012-34-5678
PERMANENT ADDRESS (STREET, CITY, STATE, ZIP)	AREA CODE/PHONE NUMBER
112 E. Cedar Av EC Wisc	987-654-3210
PRESENT ADDRESS (if different from above) — STREET, CITY, STATE, ZIP	AREA CODE/PHONE NUMBER
PROFESSIONAL SOCIETY MEMBERSHIPS OR LICENSES	

ARE YOU RELATED TO ANY CURRENT ABC EMPLOYEE? IF SO, PLEASE LIST

NAME	RELATIONSHIP	PLACE OF EMPLOYMENT

ARE YOU PREVENTED FROM LAWFULLY BECOMING EMPLOYED IN THIS COUNTRY BECAUSE OF VISA OR IMMIGRATION STATUS? PROOF OF CITIZENSHIP OR IMMIGRATION STATUS WILL BE REQUIRED UPON EMPLOYMENT.
YES ☐ NO ☐ EXPLAIN

HAVE YOU BEEN CONVICTED OF A FELONY WITHIN THE LAST 7 YEARS? CONVICTION WILL NOT NECESSARILY DISQUALIFY AN APPLICANT FROM EMPLOYMENT.
NO ☐ YES ☒ EXPLAIN Speeding Tickt

POSITION

DESIRED POSITION OR TYPE OF WORK	DATE AVAILABLE
Anything	
FULL TIME ☒ DAYS ☐ TEMPORARY ☐ PART TIME ☐ NIGHTS ☐ SUMMER ☐ — WHO REFERRED YOU? No one	DESIRED SALARY $ $8.00/hr.
WILL YOU RELOCATE? YES ☐ NO ☐ — LOCATION PREFERENCES	WILL YOU TRAVEL? NO ☐ YES ☐

EDUCATION

	NAME AND ADDRESS OF SCHOOL	COURSE OF STUDY	YEARS COMPLETED	DIPLOMA/DEGREE
ELEMENTARY SCHOOL	South Elemntry			
HIGH SCHOOL	Northwest			Finished
UNDERGRADUATE COLLEGE				
GRADUATE COLLEGE				
OTHER (SPECIFY)	Jantor Courses			?

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PLEASE PRINT OR TYPE ALL INFORMATION — USE ADDITIONAL PAGES IF NECESSARY

ABC is an equal opportunity employer. Individuals are judged solely on the basis of their qualifications without regard to race, color, religion, sex, age, national origin, marital status, or handicap.

PERSONAL DATA

NAME (LAST, FIRST, MIDDLE)	SOCIAL SECURITY NUMBER
Sands Pat	012-34-5678
PERMANENT ADDRESS (STREET, CITY, STATE, ZIP)	AREA CODE/PHONE NUMBER
112 East Cedar, Eau Claire WI 54701	987-654-3210
PRESENT ADDRESS (if different from above) — STREET, CITY, STATE, ZIP	AREA CODE/PHONE NUMBER
PROFESSIONAL SOCIETY MEMBERSHIPS OR LICENSES	

ARE YOU RELATED TO ANY CURRENT ABC EMPLOYEE? IF SO, PLEASE LIST No

NAME	RELATIONSHIP	PLACE OF EMPLOYMENT

ARE YOU PREVENTED FROM LAWFULLY BECOMING EMPLOYED IN THIS COUNTRY BECAUSE OF VISA OR IMMIGRATION STATUS? PROOF OF CITIZENSHIP OR IMMIGRATION STATUS WILL BE REQUIRED UPON EMPLOYMENT.
YES ☐ NO ☒ EXPLAIN

HAVE YOU BEEN CONVICTED OF A FELONY WITHIN THE LAST 7 YEARS? CONVICTION WILL NOT NECESSARILY DISQUALIFY AN APPLICANT FROM EMPLOYMENT.
NO ☒ YES ☐ EXPLAIN

POSITION

DESIRED POSITION OR TYPE OF WORK	DATE AVAILABLE
Housekeeping	Immediately
FULL TIME ☒ DAYS ☐ TEMPORARY ☐ PART TIME ☐ NIGHTS ☐ SUMMER ☐ — WHO REFERRED YOU? —	DESIRED SALARY Open
WILL YOU RELOCATE? YES ☒ NO ☐ — LOCATION PREFERENCES Open	WILL YOU TRAVEL? NO ☐ YES ☒

EDUCATION

	NAME AND ADDRESS OF SCHOOL	COURSE OF STUDY	YEARS COMPLETED	DIPLOMA/DEGREE
ELEMENTARY SCHOOL	South Elementary			
HIGH SCHOOL	Northwest High		4	Diploma
UNDERGRADUATE COLLEGE				
GRADUATE COLLEGE				
OTHER (SPECIFY)	CD Training Inst.	Custodial	1	Certificate

What is right? _____ 179

_____

_____

BEST COPY AVAILABLE

UNFAIR QUESTIONS

There are some questions an employer should not ask you on an application form or in the interview. Be familiar with these question areas so you can decide ahead of time if you want to answer.

However, some jobs have very special requirements necessary to do the job called "Bonafide Occupational Qualifications." In that case, it is permissible to ask questions that would otherwise be considered unfair. For example, if you were to work for a certain political party, you might well be asked about your political beliefs. Or, if you were applying to model high fashion clothing, you would probably be asked questions about your height and weight.

QUESTIONS AN EMPLOYER USUALLY SHOULD NOT ASK YOU OR YOUR REFERENCE PEOPLE:

* Your height and weight
* Your marital status or if you plan to get married
* If you have children or plan on any--if you use birth control
* Your religious beliefs or affiliations
* Your race, color, or nationality
* If you have any medical or mental problems
* Your views on morality or life-style choices
* If you have ever been arrested
* Your discharge status from the military
* If you own your own home or rent
* Your financial status - past or present

If you decide not to answer a question which you consider to be unfair, tell the employer politely:

"I'm sorry, but I don't see what that has to do with the job for which I am applying. I would rather not answer that question."

GUIDE TO FAIR PREEMPLOYMENT QUESTIONS

Subject	Acceptable	Unacceptable
Name	Name "To enable us to check on your work and education record, is any additional information necessary relative to change of name, use of an assumed name or a nickname?" If yes, please explain."	Maiden name.
Residence	Place of residence.	"Do you own or rent your home?"
Age	Statement that hiring is subject to verification that applicant meets legal age requirements. "If hired, can you show proof of age?" "Are you over eighteen years of age?" "If under eighteen, can you, after employment, submit a work permit.	Age. Birthdate. Dates of attendance or completion of elementary or high school. Questions which tend to identify applicants over 40.
Birthplace, Citizenship	"Can you, after employment, submit verification of your legal right to work in the United States?" Or, statement that such proof may be required after employment.	Birthplace of applicant's parents, spouse, or other relatives. "Are you a U.S. citizen?" Or, citizenship of applicant's parents, spouse or other relatives. Requirements that applicant first produce naturalization papers, or alien card prior to employment.
National Origin	"This position requires multi-lingual skills. What languages do you read, speak or write?"	Questions as to nationality, lineage, ancestry, national origin, descent or parentage of applicant, applicant's parents or spouse. "What is your mother's tongue?" Or, "Language commonly used by applicant." How applicant acquired ability to read, write or speak a foreign language.

Subject	Acceptable	Unacceptable
Sex, Marital Status, Family	Name and address of parent or guardian if applicant is a minor. Statement of company policy regarding work assignment of employees who are related.	Questions which indicate applicant's sex. Questions which indicate applicant's marital status. Number and/or ages of children or dependents. Provisions for child care. Questions regarding pregnancy, child bearing, or birth control. Name or address of relative, spouse, or children of adult applicant. "With whom do you reside?" Or, "Do you live with your parents?"
Race, Color	Statement that photograph may be required after employment.	Questions as to applicant's race or color. Questions regarding applicant's complexion or color of skin, eyes, hair.
Physical Description, Photograph		Questions as to applicant's height and weight. Require applicant to affix a photograph to application. Request applicant, at his or her option, to submit a photograph. Require a photograph after interview but before employment.
Physical Condition, Handicap	Statement by employer that offer may be made contingent on applicant passing a job-related physical examination. "Do you have any physical condition or handicap which may limit your ability to perform the job applied for? If yes, what can be done to accommodate your limitation?	Questions regarding applicant's general medical condition, state of health. Questions regarding receipt of Workers' Compensation. "Do you have any physical disabilities or handicaps?"

Subject	Acceptable	Unacceptable
Religion	Statement by employer of regular days, hours, or shifts to be worked.	Questions regarding applicant's religion. "Religious days observed." Or, "Does your religion prevent you from working weekends or holidays?"
Arrest, Criminal Record	"Have you ever been convicted of a felony, or (specified time period) a misdemeanor which resulted in imprisonment?" (Such a question must be accompanied by a statement that a conviction will not necessarily disqualify the applicant from the job applied for.)	Arrest record. Or, "Have you ever been arrested?"
Bonding	Statement that bonding is a condition of hire.	Questions regarding refusal or cancellation of bonding.
Military Service	Questions regarding relevant skills acquired during applicant's U.S. military service.	General questions regarding military services such as dates, and type of discharge. Questions regarding service in a foreign military.
Economic Status		Questions regarding applicant's current or past assets, liabilities or credit rating, including bankruptcy or garnishment.
Activities, Organizations	"Please list job-related organizations, clubs, professional societies, or other associations to which you belong--you may omit those which indicate your race, religious creed, color, national origin, ancestry, sex, or age."	List all organizations, clubs, societies, and lodges to which you belong."

Subject	Acceptable	Unacceptable
References	"By whom were you referred for a position here?" Names of persons willing to provide professional or character references for applicant.	Questions about applicant's former employers. Or questions which elicit information specifying the applicant's race, color, names, creed, national origin, ancestry, physical handicap, medical condition, marital status, age, or sex.
Emergency Notification	A request for the name and address of person to be notified in an emergency is proper after you have been hired.	

RESUMES

Because it can open doors which might otherwise be closed to you, a well prepared resume is very important to a successful employment search. A good resume clearly points out your work related skills, abilities, and experiences to a prospective employer.

Anyone can benefit from a resume. Although many people think that only "professional" persons need a resume, a well-written resume always make a positive impression and may make the difference between getting or not getting an interview.

What is a resume?

A resume is your personal information sheet that tells an employer:

* Who you are--your name, address, telephone number and
* What skills, education, experience, and interests you have.

What does a resume do?

* Provides important information about you,
* Presents you as an organized and motivated person, and
* Makes you look serious about finding a job.

What do you do with a resume?

* Take copies with you when you go to apply for a job. Always include a copy with an application form. If the employer or personnel office says that they are not accepting applications, ask if you can leave a copy of your resume and check back in a week or two to see if any job openings have occurred.
* Mail a copy to employers with a cover letter requesting a chance to discuss your qualifications with them personally.
* Take a copy to the interview to provide further information if the interviewer does not appear to have a copy on hand.

Many different types of resume styles are acceptable to employers, and there are many books that tell you how to write different resumes. However, the most important thing is that the resume clearly and quickly draw attention to your best "selling points." Research has shown that employers typically spend only 8 to 30 seconds reviewing each resume.

When writing a resume, some basic resume guidelines should be considered:

* It should be one or two pages in length--no more.
* It should look good--neat, concise, and easy to read.
* It should clearly point out your skills and worker strengths and tell the employer what you can do for the company.
* It should be accurate--no slang, spelling errors, or abbreviations.
* It should contain information about your work, educational, military, and volunteer experiences. Include dates and special accomplishments for each experience.
* It can list your "employment objective," or you can leave it off the resume.
* It can list activities, interests, and references.

Most important, however, you should feel good about the way your resume looks and how it accurately and positively presents your skills and abilities.

Specializing Your Resume

If you want to have a professional looking resume, consider specializing it by using a conservatively colored bond paper. Cover letters to employees can also be written on this paper. White, off-white, light tan, or light gray are examples of acceptable paper colors.

There are four ways to prepare the resume:

* Type each one individually using a good typewriter; check each one carefully for errors.
* Make copies with a good quality photocopy machine.
* Have a print shop lithograph the resume.
* Print each copy individually on a word processor with a quality printer (a dot matrix printer is not considered appropriate).

In any case, you will want your resume to look conservatively attractive, professional, and easy to read. Although the resume may not get you the job, it may get you the interview.

TWO SAMPLE RESUMES

The following are two widely accepted styles of resumes. Note that these samples are written for the same person with the same background. Notice, too, how differently they present the person and his skills.

Sample Resume - Chronological Format

Michael Self-Starter
112 Evergreen Drive
River Falls, Wisconsin 54002
(715) 123-4567

EMPLOYMENT OBJECTIVE: A position in building maintenance, machine operation, assembly or related areas.

EXPERIENCE:

Laborer, ABC Company, St. Paul, Minneosta. Employed October 1990 to present.

* Experienced in inspection and sorting of products
* Responsible for daily inventory of shop
* Performed all mechanical duties.

Machine Operator, Tora Company, Spring Grove, Illinois. Employed September 1986 to October 1990.

* Machine shop duties: lathe, drill press, and mill.
* Responsible for all maintenance and preparation of equipment used on production line.
* Operated forklift.
* Performed inventory and general shipping/receiving duties.

Apprentice Industrial Insulator, Winaway Corporation, Simonton, Texas. Temporary employment January to July 1986.

* Cut and installed insulation materials.
* Inspected, installed materials to specifications.

MILITARY SERVICE: Truck Driver, U.S. Army, Fort Belvedere, Springview, Montana. Served 1983 to 1985. Received Honorable Discharge.

EDUCATION: River Falls Senior High School, River Falls, Wisconsin. Graduated June 1983.

ACTIVITIES: Enjoy reading, fishing, and outdoor activities. Coached little league teams 1992 to 1994.

This style resume stresses past work experience and details the duties you've had in previous jobs. This is the more traditional style resume, but unless you are applying for the same type of job, it is more difficult for an employer to pick out skills which transfer from one vocational area to another.

Sample Resume - Functional Format

Michael Self-Starter
112 Evergreen Drive
River Falls, Wisconsin 54002
(715) 123-4567

QUALIFICATIONS:

Assembly and Building Trades Skills

* Worked in assembly and production of wood and steel products.
* Did maintenance and preparation of equipment used in finishing process on a production line.
* Experienced doing inspecting and sorting on an assembly line.
* Possess basic skills operating various power and air tools.
* Experienced doing minor electric, plumbing, and building repairs.

Machine Operation Skills

* Possess a valid driver's license and a good driving record.
* Experienced driving cube vans to make deliveries.
* Operated heavy equipment including bob cat, forklift, and crane hoist.

Record Keeping Skills

* Experienced receiving and writing up purchase orders.
* Kept track of business inventory to maintain operating level of supplies.
* Did inventory and general shipping and receiving duties on construction sites.
* Can use an adding machine and calculator.

EXPERIENCE:

Production Worker, ABC company, St. Paul, Minnesota. Employed from October 1990 to present.

Machine Operator, Tora Company, Spring Grove, Illinois. Employed September 1986-1990.

Apprentice Industrial Insulator, Winaway Corporation, Simonton, Texas. Temporary employment from January to July 1986.

MILITARY SERVICE:

Truck Driver, U.S. Army, Fort Belvedere, Springview, Montana. Served 1983 to 1985. Received honorable discharge.

EDUCATION:

River Falls Senior High School, River Falls, Wisconsin. Graduated June 1983.

INTERESTS:

Enjoy reading, fishing, and outdoor activities. Coached little league teams, 1992-1994.

REFERENCES:

Will be furnished upon request.

This style resume clearly stresses work skills and strengths. It provides an accurate work history too, but doesn't focus on jobs you've had in the past. It clearly points out what you can offer the employer. It defines your transferable skills--skills gained in other types of work which can transfer to a new job area. Let's take a closer look at these two resume formats.

FUNCTIONAL STYLE RESUME

This style resume clearly tells your work skills and abilities. It describes your work experience and points out any other valuable knowledge and skills you have. Because you can also describe personality characteristics, the functional style resume works especially well for people with little or no work experience. It also works extremely well for a person who is changing careers into a new job area that is different from past employment.

This resume is developed to demonstrate your skills and knowledge in terms of your future job goals. It can contain statements based on skills developed during past work experiences, training, hobbies and other involvements, such as community or school leadership. This style resume answers the employer's question about whether or not you have the skills to do the job before he even asks it.

The functional style resume points out transferable skills and clearly tells the employer what you have to offer. This style is extremely well-liked by employers as long as it contains the dates of your employment history.

Sample Functional Style Resume
(for an individual with very little employment experience)

SHIRLEY DOWELL
987 Green Street
Bay City, Louisiana 71100
(304) 345-9876

EMPLOYMENT OBJECTIVE: An entry-level clerical position.

QUALIFICATIONS:

Clerical and Record Keeping Skills

- Possess general clerical skills including typing, filing, and record keeping.
- Experienced using various office equipment including a microfilm processor, mimeograph, postage meter, copy machine, adding machine, and calculator.
- Ordered supplies and maintained inventory for business machines.

Communication and Public Relations Skills

- Have ability to serve and communicate effectively with the public.
- Have done problem solving with customers while establishing a positive rapport.
- Possess good telephone communication skills.
- Demonstrated a high degree of patience, reliability, and sensitivity to others.

Organizing and Planning Skills

- Proven to have good organizational and time management skills.
- Have done community organizing and fund raising.
- Capable of working well under pressure.

EXPERIENCE:

Receptionist, First Bank and Trust, Bay City, Louisiana. June 1990 to present.

Clerical Assistant, Pine High School, Pine City, Wisconsin. September 1989 to May 1990.

Telephone Sales, Sunshine Cards, Pine City, Wisconsin. Employed summer of 1988.

EDUCATION:

Pulaski High School, Milwaukee, Wisconsin. Graduated 1976.

INTERESTS:

Enjoy crocheting, swimming, cooking, baseball, and crossword puzzles.

REFERENCES:

Mr. Howard Gillis
Owner
JumpRiver Rose's
Route 1, Box 42
Bay City, Louisiana 71100
(305) 683-2814

Ms. Mary Fullest
Supervisor
First Wisconsin National Bank of Northgate
4333 South 27th Street
Bay City, Louisiana 71100
(305) 282-3300

Ms. Gwen Miller
Supervisor
National Bank of Bay City
1325 Barksdale Boulevard
Bay City, Louisiana 71100
(305) 742-8613

Sample Functional Style Resume
(for an individual with more work experience)

RICHARD P. DEPENDABLE
123 Ivy Lane
Slippery Rock, Wisconsin 54700
(715) 440-5678

EMPLOYMENT OBJECTIVE: A position in maintenance mechanics, building maintenance, and/or machine operation.

QUALIFICATIONS:

Mechanical Maintenance Skills

* Performed all mechanical maintenance duties for a processing plant including elevator, machinery, and vehicle repairs.
* Have extensive experience doing mechanical repairs of all kinds on automobiles, trucks, and farm machinery.
* Overhauled and rebuilt gas and diesel engines.
* Possess considerable experience in gas, electric, MIG and TIG welding.
* Have done fabricating with sheet metal and structural steel.
* Basic ability to read schematics and blueprints.

Machine Operation and Building Trades Skills

* Operated all kinds of heavy equipment including forklift, payloaders, front-end loaders, backhoes, caterpillars/crawlers, tractors, and farm equipment.
* Experienced operating remote controlled overhead crane hoists.
* Have knowledge and experience in building construction.
* Experienced doing major plumbing installation and minor electrical work.

EXPERIENCE:

Building Maintenance, Plaza Apartments, Black Wing, Minnesota. Employed June 1988 to present.

Plant Maintenance, Bay City Castings, Bay City, Wisconsin. May 1984 to May 1988.

Plant Maintenance, Schubert Lumber, Bay City, Wisconsin. October 1972 to April 1984.

Owner/Farmer, Dependable Dairy Farm, Slippery Rock, Wisconsin. 1971 to 1984.

EDUCATION:

Black Wing Vocational Technical Institute, Stephens, Minnesota. Machine Tool Operation, graduated October 1986. Andrews High School, Andrews, Minnesota. Graduated 1973.

INTERESTS:

Enjoy woodworking, inventing, outdoor activities, and fishing.

REFERENCES:

Will be furnished upon request.

Another Version of the Functional Style Resume
(suitable for educators)

LINDA GOGETTER
10406 Bailey Road
Eden, Wisconsin 54819
(414) 477-5550

CAREER GOAL: Elementary Education Teacher. Certified to teach grades 1-8. Special interests in grades 3-5, as well as coaching basketball and football.

EDUCATION

Bachelor of Science Degree - Elementary Education
Joy University, Neenah, Wisconsin. 1989-1994. 3.4 G.P.A.

Associate Degree - Liberal Arts
Campbellsport Junior College, Campbellsport, Kentucky. 1968-1971.

TEACHING EXPERIENCE

Our Lady of Angels Elementary School, Ladysmith, Wisconsin

Student Teaching - Second Grade, September 1, to November 10, 1993.

Student Teaching - Third Grade, November 11, to December 29, 1993.

Student Teaching - Eighth Grade, January 2 to January 21, 1994.

COACHING AND ATHLETIC EXPERIENCE

Trained in the principles of coaching basketball, football, baseball, and track.
Experienced coaching basketball with adolescents.
Lettered in high school basketball, football, baseball, and track.

WORK EXPERIENCE

Carpenter, Bolder Construction, Marblehead, Wisconsin. 1985 to 1987.

Inspector/Spray Painter, XYZ Corporation, Waukesha, Wisconsin. 1979 to 1985.

Recreation Therapist, Roger's Treatment Center, Armstrong, Wisconsin. 1973 to 1979.

ACTIVITIES AND INTERESTS

Enjoy coaching and working with youth groups. Play guitar, sing, and have participated in a variety of choirs and music groups.

REFERENCES

References will be available upon request.

STEPS IN WRITING A FUNCTIONAL STYLE RESUME

A Functional Style Resume stresses your work skills. Use this style if you will be applying for a new type of job or if you have little or no work experience. It clearly spells out your skills and abilities and points out transferable skills, knowledge and potential.

1. Decide which job(s) you will apply for. An "Employment Objective" statement should be used only if you will be applying for one specific type of job. Otherwise, the "Employment Objective" statement should be changed with each application to make it fit that particular job or be omitted.
2. Identify three or four skill areas which would be important to the job(s) for which you will apply. For example, someone applying for a janitorial job might choose "Custodial Skills" and "Machine Operation Skills." These skill areas should be directed toward <u>future</u> goals, not past experience. Refer to work sheet on page 68.
3. Identify a list of experiences, knowledge and skills you have to cite about yourself under each skill area. For example, "Clerical Skills: typing, shorthand, office machine operation, filing." Refer to worksheet on pages 69 and 70.
4. Write a statement about each of the experiences, knowledge items and skills which you have identified. The statements should each start with an action verb or action phrase and usually be stated in the past tense. Refer to worksheets on pages 76 to 81 for help identifying descriptive statements for your resume. When the statements have been developed, begin to record resume information in proper format for typing.
5. List your significant work experience by <u>Job Title</u>, Name of Company, City, State, and dates of employment. List the most recent job first, the second most recent next, etc. Because the employer will look for these, make sure any gaps in your work history are accounted for.
6. List your education--most recent first--by the Name of the School, City, State, and Course completed. In most cases, do not list grade schools--end with high school.
7. List five or six interests or activities in which you are involved. Again, do not indicate church or political activities due to possible discrimination.

8. References should always be listed last. Three is a good number. List by Name, Business Title, Business Address, Phone Number--where they can be reached during the day. Some people prefer to indicate "References Will Be Furnished Upon Request" instead of actually listing references on the resume. That is your option. However, it is generally felt that providing easy access to your references can speed up the application/interview process. A positive reference check can also prepare the way for a positive interview. Refer to pages 42 and 43 for more information.
9. Have your resume typed in a neat, error-free manner. Proofread carefully.
10. Make copies of your resume on a good quality, conservative color (i.e., beige, light gray) bond paper.

HELP WORK SHEETS
TO DO A FUNCTIONAL STYLE RESUME

Step 1:

List the three jobs (by title) for which you will be applying:

1. _____

2. _____

3. _____

Step 2:

Check (✓) three or four skill areas that are the most important to the job(s) you will apply for and in which you have knowledge or experience. You may wish to finish with a category such as "Related Work Skills" to include skills other than only those in the other category areas.

___ Assembly Skills
___ Building Trades Skills
___ Caretaking Skills
___ Clerical Skills
___ Coaching Skills
___ Communication Skills
___ Computer Skills
___ Creative Skills
___ Custodial Skills
___ Designing Skills
___ Farming Skills
___ Food Service Skills
___ General Work Skills
___ Housekeeping Skills
___ Leadership Skills
___ Machine Operation Skills
___ Maintenance Skills
___ Management Skills
___ Mechanical Skills
___ Nursing Skills
___ Organizing Skills
___ Personality Characteristics
___ Planning Skills
___ Problem Solving Skills
___ Production Skills
___ Programming Skills
___ Purchasing Skills
___ Record Keeping Skills
___ Related Work Skills
___ Sales Skills
___ Supervisory Skills
___ Teaching Skills
___ Technical Skills
___ Writing Skills

Step 3:

Make a list of all the experiences, skills, and abilities you have under each skill area you selected. See the resume descriptive statements list (pages 76 to 81) for ideas--also use your own. Then write a statement about each of the items you listed.

(Skill Area #1): _____ Skills

*

*

*

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*

(Skill Area #2): _____ Skills

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Step 3: (continued)

(Skill Area #3): _____ Skills

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*

*

(Skill Area #4): _____ Skills

*

*

*

*

*

*

*

*

SKILL AND ACTION WORDS IDEA LIST

Because they are action oriented the following words are effective when used in a resume.

acted
achieved
adapted
addressed
administered
advertised
advised
allocated
analyzed
anticipated
applied
appraised
approved
arranged
assembled
assessed
assigned
audited
authored

balanced
bargained
bought
budgeted
built

calculated
cared for
carried
catalogued
catered
chaired
changed
charted
clarified
classified
cleaned
climbed
coached
collaborated
collected
communicated
compared
compiled
completed
composed
computed
conceptualized
conducted
confronted
connected
consolidated
constructed
consulted
contributed
controlled
cooked
cooperated
coordinated
corresponded
counseled
crafted
created
critiqued
cultivated

danced
debated
decided
defined
delegated
delivered
demonstrated
designated
designed
detailed
detected
determined
developed
devised
diagnosed
directed
discovered
discussed
displayed sensitivity
dissected
distributed
drafted
drew
drilled
drove

edited
educated
enabled
encouraged
endured
enforced
enlisted
entertained
established
estimated
evaluated
examined
exchanged information
executed
expanded
expedited
experimented
explained
expressed

facilitated
familiarized
fed
figured
filed
financed
fine-tuned
followed
forecasted
formulated

gathered
gave
generated
governed
grew
guided

handled
harvested
heard
helped
hired
hosted

identified
illustrated
implemented
improved
improvised
increased
influenced
informed
initiated
innovated
inspected
inspired
installed
instructed
interacted
integrated
interpreted
interviewed
invented
investigated

judged

learned
lectured
led
led group discussion
liaison
lifted
listened
loaded
located
lobbied

made decisions/policies
maintained
managed
manipulated
mapped
marketed
measured
mediated
memorized
mentored
merchandized
modified
molded
monitored
motivated
moved

navigated
negotiated
nurtured

observed
obtained
originated
operated equipment
operated
ordered
organized

painted
participated
perceived
performed
persuaded
photographed
placed
planned
preached
prepared
presented
presided
printed
prioritized
problem solved
processed
produced
programmed
promoted

proofread
provided
publicized
published
purchased

raised
ran
reacted
read
reasoned
recommended
reconciled
recorded
recruited
reduced
reflected
reinforced
related
reorganized
repaired
reported
represented
reproduced
researched
resolved
responded
restored
reviewed
revised
retrieved
risked

scanned
scheduled
screened
selected
served
serviced
set goals
sewed
shaped
showed insight
simplified
sketched
sold
solved
spoke in public

staffed
staged
standardized
stimulated
streamlined
studied
summarized
sung
supervised
supported
surveyed
symbolized
systematized

taught
traced
tracked
trained
transferred
transformed
translated
transmitted
traveled
treated
trimmed
turned

uncovered
unified
updated
utilized

vacated
visualized
volunteered

waged
widened
withdrew
won
worked
wrote

PERSONAL CHARACTERISTIC WORDS

The following are descriptive words to be used in cover letters, resumes, interviews, etc., describing personal characteristics.

active
accurate
adaptable
adventurous
affectionate
aggressive
alert
ambitious
analytical
artistic
assertive
attention to detail

bold
broad minded
business-like

calm
capable
careful
cautious
cheerful
clear thinking
clever
competent
competitive
confident
conscientious
conservative
considerate
cooperative
courageous
creative
curious

daring
decision maker
deliberate
democratic
dependable
determined
dignified

discreet
dominant

eager
easygoing
efficient
emotional
energetic
enterprising
enthusiastic

fair-minded
farsighted
firm
flexible
forceful
formal
frank
friendly
fun-loving

generous
gentle
good-natured

happy-go-lucky
healthy
helpful
honest
humorous

idealistic
imaginative
independent
individualistic
industrious
informal
ingenious
initiative
innovative
insightful
intellectual

intelligent
inventive

kind

leadership
leisurely
lighthearted
likable
listen well
logical
loyal

methodical
meticulous
mild
moderate
modest

natural
neat

obliging
open-minded
opportunistic
optimistic
organized
original
outgoing

painstaking
patient
peaceable
perceptive
persevering
persistent
persuasive
planner
pleasant
poised
polite
popular

practical
precise
progressive
prudent
purposeful

quick
quiet

rational
realistic
reasonable
reflective
relaxed
reliable
reserved
resourceful
responsible
retiring
robust

self-confident
self-controlled
self-disciplined
sensible
sensitive
serious
sharp witted
sincere
sociable
spontaneous
stable
steady
strong
strong minded
sympathetic
tactful
teachable
team worker
tenacious
thorough
thoughtful
tolerant
tough
trusting
trustworthy

unaffected
unassuming
understanding
uninhibited
verbal
versatile

warm
wholesome
willing to work

RESUME DESCRIPTIVE STATEMENTS

(Use any of these statements that apply to you. Feel free to change these to fit you or write your own original statements. Check (✓) those that you might use.) REMEMBER - get ideas from these, but use your own experience and abilities! Note how these statements are written consistently in past tense.

Assembly Skills

___ Worked in assembly and production of (wood, metal, plastic) products.

___ Demonstrated good manual and finger dexterity at a rapid continuous rate.

___ Experienced in inspecting and sorting on an assembly line.

___ Gained extensive knowledge of soldering and assembly.

Building Trades Skills

___ Proven knowledge of basic building construction.

___ Experienced operating various power tools including drill press, radial arm saw, skill saw, electric hand drill and circular saw.

___ Responsible for remodeling and repairing of several houses and worked with wood, metal, cement, and insulation.

___ Operated a variety of air tools including nail and staple guns, drills, and drivers.

Caretaking Skills

___ Experienced personal care attendant for (elderly, physically disabled).

___ Demonstrated a high degree of patience, reliability and sensitivity to others.

___ Gained a good deal of experience caring for children.

(Also, see "Nursing Skills")

Clerical Skills

___ Experienced doing basic accounting/recordkeeping

___ Typed at _____ words per minute using (manual and electric) typewriters.

___ Took shorthand dictation at _____ words per minute and transcribed with high degree of accuracy.

___ Operated various office equipment, including copy machine, dictaphone, mimeograph and postage meter.

___ Experienced in doing business typing including memorandums and business letters.

___ Sorted and delivered mail.

___ Performed general clerical work including typing, filing and record keeping.

___ Filed materials using numerical, alphabetical and chronological filing systems.

(Also, see "Record Keeping Skills")

Coaching Skills

___ Trained in the principles of coaching _____.

___ Have coached _____ teams.

___ Demonstrated ability to motivate people.

Communication Skills

___ Experienced in telephone communication and taking messages.

___ Demonstrated ability to use persuasive sales techniques.

___ Demonstrated good public relations skills and have done public speaking.

___ Performed and entertained before live audiences.

___ Proven ability to serve customers and establish a positive rapport.

___ Demonstrated ability to create effective ideas and slogans.

Computer Skills

___ Trained to debug, make files, and use word processors.

___ Gained ability to do computer programming in _____ language.

___ Experienced doing basic data entry into a _____ microcomputer.

___ Gained understanding of _____ computer theory and language.

___ Designed, tested and executed programs to _____.

Counseling Skills

___ Conducted group, individual and family approach counseling.

___ Performed crisis intervention counseling.

___ Referred people to appropriate resources.

___ Developed individualized client goal plans.

Creative Designing Skills

___ Completed a floral arranging course including design concepts.

___ Designed, color coordinated and constructed numerous handcrafted items.

___ Sewed soft sculptured dolls and clothing.

___ Demonstrated creativity in areas such as drawing, painting, knitting, crocheting, woodworking, and other crafts.

Custodial Skills

___ Was responsible for cleaning and general maintenance of bathrooms, hallways, and offices.

___ Operated a floor scrubber and buffer.

___ Performed groundskeeping and clean up.

Farming Skills

___ Operated and maintained farm machinery.

___ Performed the regular duties of a (large-scale) farm operation including planting and harvesting crops and caring for cattle.

Food Service Skills

___ Prepared food in large quantities following recipes and menu plans.

___ Proven to have good food preparation skills.

___ Experienced washing dishes and doing general cleaning of food preparation areas.

General Work Skills

___ Possess a valid driver's license and a good driving record.

___ Possess a valid chauffeur's license.

___ Experienced stenciling products to be shipped.

___ Experienced driving, loading, and unloading trucks.

___ Surveyed lots and roads.

Housekeeping Skills

___ Experienced doing all aspects of housekeeping including vacuuming, dusting, cleaning, mopping and waxing floors, and making beds.

Leadership Skills

___ As (president, director, etc.), was responsible for conducting various committee and board meetings.

___ Gained knowledge of various speech, advertising, assertiveness and sales techniques.

___ Experienced as head worker for manufacturing company.

___ Established _____ (club/organization/etc.).

Machine Operation Skills

___ Proven ability to follow a pattern and operate a sewing machine to construct fabric items.

___ Drove and operated heavy equipment including a payloader, backhoe, caterpillar, dump

truck and forklift.

___ Operated remote controlled overhead crane hoists to move large items.

___ Operated a _____ machine on a production line to make _____.

Maintenance Skills

___ Did sandblasting to clean a variety of items.

___ Was responsible for minor building repairs.

___ Experienced performing minor electric and plumbing repairs.

___ Experienced doing _____ welding.

Management Skills

___ Gained knowledge of management techniques including leadership styles, problem solving and human resource development.

___ Trained in communication skills within organization as well as between employees and manage:nent.

___ Was responsible for management of a _____ business.

Mechanical Skills

___ Worked with hydraulic fluid and air systems.

___ Experienced repairing machines and other related equipment.

___ Experienced doing general maintenance and repair on (cars/trucks/farm machinery).

Nursing Skills

___ Coordinated patient's treatment in a multi-disciplinary or team approach.

___ Certified as a (Registered Nurse, LPN, Nursing Assistant).

___ Was responsible for the daily care of patients including bathing, dressing and feeding.

___ Charted patients' daily progress and special needs.

___ Supervised and assisted patients with daily activities.

___ Was responsible for taking patients' blood pressure, temperatures and assisting with physical exercises.

(Also, see "Caretaking Skills")

Organizing and Planning Skills

___ Demonstrated good organizing and time management skills.

___ Designed and set up a filing system.

___ Organized fund raising.

___ Performed on a variety of community activities.

Personality Characteristics

___ Worked well under pressure while doing _____.

___ Proved an ability to learn new things quickly.

___ Demonstrated to be dependable and have a positive attitude.

___ Proven to be punctual and prompt in work habits.

___ Displayed a capability to work independently in the work setting.

Problem Solving Skills

___ Experienced in customer relations and problem solving.

___ As lead worker was responsible for delegation of employee duties and doing problem solving.

Production Skills

___ Worked on a production line making _____.

___ Experienced in variety of food production duties including cutting, packaging, cleaning and sterilizing equipment.

Repair Technician Skills

___ Experienced in basic troubleshooting and enjoy the challenge of solving problems.

___ Experienced using a variety of test equipment including oscilloscopes, multimeters and probes.

___ Gained familiarity with schematics and flow charts.

___ Experienced and trained in the maintenance and repair of electrical and electronic equipment.

Record Keeping Skills

___ Experienced receiving and writing up purchase orders.

___ Was responsible for billing and collecting payments.

___ Kept records of business inventory.

___ Used a calculator to balance checkbook, do budgeting and prepare income tax.

___ Performed inventory and general shipping and receiving duties in (manufacturing plant/warehouse).

___ Used an adding machine and calculator to work with numbers.

Sales Skills

___ Assisted customers in the purchasing of merchandise.

___ Worked as a cashier in a (grocery/retail/etc.) store.

___ Experienced doing wholesale sales in _____ area.

___ Serviced established accounts in a _____ business.

___ Was responsible for developing and maintaining sales route.

___ Set up product displays for promotional purposes.

___ Conducted telephone soliciting which included scheduling appointments and recording information.

___ Planned and performed product demonstrations.

Supervisory Skills

___ Was responsible for supervising _____ employees.

___ Established work schedules for staff.

___ Interviewed, hired and trained new employees.

___ Gained experience with staff problem solving.

Teaching Skills

___ Certified to teach grades _____.

___ Lectured and delivered _____ education to schools and community action groups.

___ Developed curriculum and daily lesson plans to teach _____.

___ Planned, organized, and supervised recreational activities for _____.

___ Trained in a variety of teaching techniques required to meet the different learning modes of individuals.

___ Have done 1:1 tutoring.

___ Experienced teaching in a classroom setting.

___ Have taught swimming to _____.

___ Experienced as a group trainer.

Writing Skills

___ Demonstrated writing skills including _____.

___ Was responsible for writing reports and correspondence.

___ Have had written materials published.

___ Developed good written communication skills and have prepared records and discharge summaries.

Chronological Style Resume

This style resume emphasizes your specific past work experience and dates of employment. It is the most commonly used style of resume. However, unless you are applying for the same type of job that you have done before, it is more difficult for an employer to pick out skills that transfer from one type of job to another.

Notice how the chronological style resume is set up similar to application forms. Your most recent job should be listed first, followed by the second most recent, and so on. Cite your employment back to finishing of high school, but go no further back than 20 years unless you want to draw attention to your age.

Each listing should start with job title, followed by the company name, and the city and state where the company is located. Next, write four or five descriptive statements about the job duties. Writing the descriptive sentences in past tense will keep the reading of your resume consistent as well as give the impression that you are ready to go to work immediately.

Your employment history must be included and be as complete as possible. The dates can be listed at the end of the job description to take the emphasis off from them or placed in the margin if you want to draw attention to them. Now, let's take a closer look at the chronological style resume.

Sample Chronological Style Resume
(for an individual with very little employment experience)

SANDRA BRIGHT
123 Pine Street
Paris, Wisconsin 54321
(715) 987-6543

EMPLOYMENT OBJECTIVE: An entry level clerical position.

EXPERIENCE:

Clerical Assistant, Pine High School, Paris, Wisconsin. Performed general clerical duties. Operated various office equipment including the electric typewriter, copy machine, calculator and adding machine. Did typing, filing and record keeping. Employed from September, 1987 to June, 1993.

Child Care Worker, Mrs. Lee Smith, Paris, Wisconsin. Did child care for two preschool aged children in their home. Responsible for meal preparation and planning play activities. Employed Summer of 1991.

Telephone Sales, Sunshine Cards, Paris, Wisconsin. Used persuasive telephone sales skills to sell greeting cards to persons on a calling list. Kept records of customers and sales orders for supervisors. Employed Summer of 1990.

EDUCATION:

Pine High School
Paris, Wisconsin
Graduated June, 1993

ACTIVITIES: Enjoy cooking, swimming, bicycling, coaching and meeting people.

REFERENCES:

Ms. Sally Bright
Administrative Secretary
Pine High School
111 Oak Street
Paris, Wisconsin 54321
(715) 876-0011

Mr. Lou Gassett
Supervisor
Pine County Highway Department
Paris, Wisconsin 54321
(715) 987-1122

Ms. Lee Smith
Registered Nurse
Pine Valley Hospital
123 Mountain Avenue
Paris, Wisconsin 54321
(715) 987-1234

Sample Chronological Style Resume
(for an individual with more work experience)

Note how listing the employment dates in the margin draws attention to them.

SAMUEL PATRICKS
725 Cameron Avenue
Menomonie, Wisconsin 54751
(715) 245-0010

EXPERIENCE:

1990 to present — **Laborer - Janitor:** Blue Giant Canning Company, Spring Lake, Wisconsin. Operated water irrigation system and maintained sanitation system. Responsible for record keeping of fuel, repairs and operating hours. Duties also included general cleaning and building maintenance.

1988 to 1990 — **Assembler:** Mesa Products, Park Forest, Minnesota. Assembled concrete construction equipment. Used hand and power tools such as wrenches, saws, trowels, electric drills and grinders extensively. Responsible for meeting construction quotas.

1987 to 1988 — **Groundskeeper:** Bohemian Charities, Inc., Milwaukee, Wisconsin. Was responsible for general groundskeeping duties. Planted flowers and cared for gardens. Trimmed trees and shrubs on regular basis. Operated power mowers and trimmers and performed general maintenance on equipment.

EDUCATION:

Vocational Technical Institute
Fond du Lac, Wisconsin
Electricity Course - Received Diploma, 1988

Forgetmenot High School
Eau Claire, Wisconsin
Received Diploma, 1983

MILITARY SERVICE:

Welder/Mechanic, U.S. Navy
San Diego, California
Served 1983 to 1987

ACTIVITIES:

Enjoy fishing, swimming, reading and basketball.
Member of Menomonie Service Club

REFERENCES:

Mr. Robert Smithe
Owner/Manager
Smithe Freight Service
1201 Ford Avenue
Eau Claire, Wisconsin 54701
(715) 831-0102

Dr. Cleo Bright
Director of Research
ABC Company
St. Paul, Minnesota 55101
(612) 245-0001

Ms. Lou Gassett
Inspector
Tora Company
Spring Grove, Illinois 60001
(600) 721-0345

Sample Chronological Style Resume
(emphasizing educational qualifications)

JONATHAN SUCCESS
4010 Graham Avenue
Atlanta, Georgia 30300
(103) 789-1234

EMPLOYMENT OBJECTIVE: A position that will allow me to utilize my communication, teaching, leadership, management and/or planning skills.

EDUCATION:

University of Greenhall
Greenhall, Georgia
Master of Science Degree - Communications
August 1992

University of Wisconsin
Madison, Wisconsin
Bachelor of Science Degree - Special Education
June 1985

EXPERIENCE:

Program Director/Administrator, Learning Achievement Center, Atlanta, Georgia. Responsible for hiring, training, and supervising employees for three centers. Wrote grants and contracts. Did some one-to-one counseling with staff and clients' families. Managed an annual budget of $200,000.00 and did purchasing of all equipment and supplies. Organized public relations functions and edited a monthly newsletter. Employed June 1990 to present.

Special Education Teacher Coordinator, Greenview Heights School District, Greenview, Georgia. Responsible for programming and assurance of delivery of educational services to special needs students in entire district. Planned yearly budget for each of six schools and provided guidance to teaching staff in purchase of curriculums and educational materials. Worked with a team of professionals to design and develop individual programs for students. Wrote and filed state and federal reports. Taught developmentally disabled students. Employed July 1985 to May 1990.

SPECIAL ACHIEVEMENTS:

Outstanding Young Educator - Teacher of the Year, presented by Greenview Jaycees, 1989-1990.

Outstanding Special Olympic Program of the Year, Atlanta, Georgia. 1991-1992.

INTERESTS: Reading, writing, horseback riding, and watercolor painting. Also coach Special Olympics.

REFERENCES: Will be furnished upon request.

STEPS IN WRITING A CHRONOLOGICAL STYLE RESUME

A Chronological Style Resume stresses your work history and work experience. If you will be applying for very similar type of work again and if you have a very good work history, use this style. However, if you are applying for a different type of work, it is more difficult for an employer to pull out the skills that transfer from one vocational area to another.

1. Decide on the job(s) for which you will apply. An "Employment Objective" statement should be used only if you will be applying for one specific type of job. Otherwise, the "Employment Objective" statement should be changed with each application to make it fit that particular job or be omitted--it is optional.

2. List your work history--most recent first--by Job Title, Company Name, City and State. Then write four or five descriptive statements about your job duties. Refer to Work Sheets on pages 76 to 81. Begin with an action word (verb) or action phrase and state it in the past tense. End each description with your dates of employment. For example, "Employed from June, 1989 to May, 1994." If you were employed on a temporary basis be sure to indicate that--for example, "Temporary employment from June to September, 1990."

   Because the employer will look for these, be sure to account for any gaps in your work history. If you are unable to explain these in your resume, be prepared to explain any gaps in the interview.

   When your descriptive statements have been developed, write the information in proper format for typing.

3. List your education--most recent first--by the Name of the School, City, State and Course completed. In most cases, do not list grade schools; start with high school. If you graduated more than twenty years ago, simply state "Received Diploma" or "Received _____ Degree" and omit the date. This method avoids advertising your age if you are over forty!

4. List five or six interests or activities in which you are involved. Again, do not indicate church or political activities due to possible discrimination. These activities can be hobbies or professional activities.

5. References should always be listed last. Three is a good number. List by Name, Business Title, Business Address, and the Phone Number where they can be reached during the day. Refer to pages 42 and 43 for more information.

   Some people prefer to indicate "References Will Be Furnished Upon Request" instead of actually listing references on the resume. Although this is your option, it is generally felt that providing easy access to your references can speed up the application/interview process. A positive reference check can also prepare the way for a positive interview.

6. Have your resume typed in a neat, attractive format. Check for errors and proofread carefully.

7. Make copies of your resume on a good quality, conservative color (e.g., beige, light gray) bond paper.

RESUME CHECKLIST

Check over these key points with your finished resume. It should:

____ Be typed or duplicated on quality bond paper in order to make a very positive first impression - no dot matrix printer copies.

____ Be easy to read with no grammatical or spelling errors.

____ Clearly point out skills, training and other qualifications applicable to your job goal.

____ Cite areas of achievement, professional memberships, and other interests and accomplishments.

____ Be no more than two pages in length - some employers still prefer one page.

____ Avoid the use of personal pronouns such as "I," "My," and "Our."

____ Use skill and action words in past tense to begin descriptive statements.

____ Use bold type or underlining to emphasize your strongest selling points.

____ Mention military experience, volunteer, and community organizing work.

UNIT 4

GETTING READY TO FIND A JOB

PLANNING AND KEEPING TRACK OF MY JOB SEARCH

What is a Job Search?

A job search is the way you find out about, apply, and interview for employment. It is over when you are hired for a job that is acceptable to you.

Planning Your Job Search

There are a lot of ways to find possible job openings. Check all the ways you will use to find a job.

I will:	(✓) Yes	No
1. Apply to employers in person	____	____
2. Apply to employers by mail	____	____
3. Apply to employers by telephone	____	____
4. Ask friends and relatives	____	____
5. Use Division of Vocational Rehabilitation services	____	____
6. Answer newspaper ads (only 12-15% of openings listed in want ads)	____	____
7. Register with Job Service	____	____
8. Ask former instructors	____	____
9. Apply for State or Federal jobs	____	____
10. Seek employment through unions and apprenticeships	____	____
11. Ask former employers	____	____
12. Register with temporary help agencies	____	____
13. Check with employment agencies	____	____
14. Use placement services--colleges and technical schools	____	____
15. Use reference section of the city or school libraries: Various Directories of Employers, Newspapers and Phone Directories from all over the country (and world), Journals/Magazines	____	____

THE "HIDDEN" JOB MARKET

Don't overlook some of the best sources for job information--people you know. Tell everyone you know or meet that you are looking for work. Ask people like:

* Friends
* Teachers
* Relatives
* Past supervisors
* People you have worked with
* People who belong to the same team or club
* Neighbors
* People at church or synagogue
* People you do business with
* New people you meet

List five people you will contact to let them know you are looking for a job:

1. _____
2. _____
3. _____
4. _____
5. _____

THE JOB SEARCH PLAN

Early each week prepare a schedule to help you plan your upcoming job search.

* Indicate which days you will make telephone calls to employers. Many placement professionals think you should make a minimum of five calls per day.
* Specify which days you will make telephone calls to employers. These calls can be first contacts or follow-up calls.
* Specify which days you will write to employers. This would include letters applying for positions, thank you and follow-up letters.
* Designate times to follow-up with sources who are helping your job search efforts. These sources might be teachers, family, friends, Job Service, DVR, PWI or other agencies.
* Most importantly, indicate which days you will apply in person with employers. Three to five in person contacts per week is often considered a good job search effort.

After awhile your job hunting efforts can become confused in your mind. Use this plan to keep track of your job search activities. Do one plan for each week.

Developing a job search plan requires some hard work. It may not be easy to start actually putting down on paper the names of companies you will contact and when. However, this method can save you a lot of time and confusion later--so it is worth the effort.

Five Steps to Developing a Job Search Plan

1. Write down all the communities where you would be willing to work.
2. Make a list of all the prospective employers from each of the communities you wrote down. This list can be drawn from tips received from family and friends, and a variety of published sources, reference books, and, of course, the telephone book.
3. Decide on a reasonable and logical plan for contacting employers. For example, you may wish to contact eight employers one week that are all located in the same community. Or, you may decide to contact all retail stores in one week and all food service establishments the next.
4. Record on some type of chart or list your logical plan for contacting prospective employers. An example of such a planning sheet can be found on page 95. Make copies from this master copy for your own use if you desire.
5. Finally, make certain you keep up your Job Search Plan sheet noting any special occurrences such as dates of contact and follow-up.

IDENTIFYING EMPLOYERS FOR MY JOB SEARCH PLAN

Source	Where Can I Find Them	What Will They Tell Me?
Want Ads	Newspapers, some magazines, bulletin boards in public places.	The name of the job, sometimes the name of the company and how to apply. Sometimes more.
State Job Service	The telephone directory in the white pages, usually under your State. Call for an appointment.	About local job openings, many employers who do not list openings in want ads. Can also help with special programs for people who qualify.
School Counselors and Teachers	High schools, vocational/technical schools, and colleges.	Information about jobs and companies that hire. Sometimes specific openings they know about.
Yellow Pages of Phone Book	The telephone directory at home, at work or school. Libraries usually have many different directories from all over the country.	Names, addresses and phone numbers of employers listed alphabetically under specific categories.
Manufacturer's Directories (By State or City)	Libraries, Job Counseling Centers	Lists companies in the specific area, names of contact people, company officers, products and types of work done.
Chamber of Commerce	The telephone directory in the white pages, usually under the City's name.	Current list of local companies, what they do and contact people with telephone numbers.
Reference Library	Most libraries, especially in schools and colleges.	Company annual reports, business and financial information and books on specific careers and job hunting.
Employer Personnel Office	Inquire in person or contact by telephone or mail.	Company jobs available and what workers do.

Name: _____

JOB SEARCH PLAN

Employer Name and Address	Phone Number & Contact Person	Job to Apply For	Date Contacted	Comments/Notes
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted _____ yes _____ no Resume submitted _____ yes _____ no Interview scheduled _____ yes _____ no
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted _____ yes _____ no Resume submitted _____ yes _____ no Interview scheduled _____ yes _____ no
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted _____ yes _____ no Resume submitted _____ yes _____ no Interview scheduled _____ yes _____ no
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted _____ yes _____ no Resume submitted _____ yes _____ no Interview scheduled _____ yes _____ no

HOW TO APPLY FOR A JOB

After you have done the preparation work, it is finally time to start contacting employers to see if they have a job opening for which you can apply. Most people contact employers in any of three most common ways. They are:

- by telephone
- in person
- by mail

Let's take a closer look at each of these approaches...

TELEPHONE CONTACTS

Sometimes it is necessary to telephone an employer to find out more about a job or to answer an employment want ad from the newspaper.

When you are nervous, making such a telephone call can be difficult. However, if you follow a few basic rules, you will make a good impression.

* Begin by introducing yourself and the reason you are calling
* Relax and smile as you speak
* Be interested in what the employer is saying
* Be polite
* Be confident and positive about yourself
* Be businesslike and brief
* Take notes as you gain information so you don't forget anything later

Applying for Jobs by Telephone

* Be sure to get the correct information such as spelling of names and titles, dates, time and locations.
* Speak clearly and say only positive things about yourself and others.
* Keep a record of each contact you make.
* Be sure to do what you say you will.
* Keep calls short and pleasant as employers are usually very busy.
* Call the employer as soon as possible after learning of a job opening.

First Find Out and Record the Following Information

Name of the Company: _____

Contact Person: _____

Name of the Job: _____

Duties of the Job: _____

How I Learned About Opening: _____

SAMPLE TELEPHONE APPLICATION CONVERSATION

Have paper and pen handy to take notes as you talk. Relax and smile as this will come across on the telephone in your voice. Watch yourself in a mirror if you doubt that you are smiling as you talk.

WHEN FIRST TALKING WITH THE SECRETARY, SAY:

"Hello, my name is _____. May I please speak to Mr. or Ms. _____ (or to the person in charge of hiring for _____ positions). Thank you."

Write down the information as you receive it. Be sure to get the correct spelling.

Person in charge of hiring: _____

His or her job title: _____

IF THE PERSON IN CHARGE OF HIRING IS NOT AVAILABLE, ASK THE SECRETARY:

"Would you please give me his or her name and a better time to reach him or her? Thank you."

When to call back: _____

WHEN YOU SPEAK TO THE PERSON IN CHARGE OF HIRING, SAY:

"Hello Mr. (or Ms.) _____, I am calling about a _____ position with your company. I would like to apply for this type of position. Would it be possible for me to come in and talk with you personally about my qualifications.

If yes, write down:

Date of interview: _____

Time of interview: _____

Where: _____

If no, ask:

"Would it be alright if I send you a copy of my resume and check back later to see if an opportunity has opened up?"

If they say yes, send a copy of your resume and a cover letter right away. Also, remember to get in touch with them again in about a week or two as you promised to do follow-up.

APPLYING FOR JOBS IN PERSON

Applying for jobs in person is by far the most effective method of job seeking. It is important to be prepared when you make your first contact. Be sure to know something about the company and the types of employment opportunities potentially available. This preparation can save you future embarrassment. It will also help assure that you will make a good first impression.

Begin by planning which employers you will go see and when. If you call ahead, the secretary will usually give you the name of the person who does the hiring for the position you ask about. Then when you make your in-person visit, you can ask to talk with the employer by name. If the person who does the hiring is not in, ask if you can come back later, or talk to someone else about applying for the job.

When you are finally talking to someone about job possibilities, follow these steps:

1. Introduce yourself and shake hands. Tell the person the type of position(s) in which you are interested in applying--you can also mention why you are applying with their company. (Good reputation, good products or services, etc.)
2. Ask if you can fill out an application and/or leave a copy of your resume.
3. If they say they are "not hiring and not giving out applications," ask if you can leave a copy of your resume anyway and give them a call back in a couple of weeks to see if any jobs have opened up.
4. Thank the person for their time when the conversation seems to have come to an end.
5. Do call back or stop back in person to ask if any jobs are available in a week or two if you said you would. Always be polite and cooperate and don't make the employer defensive by being too "pushy" or demanding. Let them know that you really want to work for their company. Motivation and enthusiasm are two of the biggest selling points you can make. Remember, the employer may not even remember you until you have followed up at least one or two times. Don't be shy about these follow-up contacts--they are one of the best ways you can sell yourself.

SAMPLE IN-PERSON APPLICATION CONVERSATION

(Reach out to firmly shake the employer's hand)

You would say:

"Hello, my name is _____. I would like to apply for a _____ position with your company. I am interested in your company because _____ (give your reasons). Would it be possible to fill out an application and leave a copy of my resume."

If the employer says they are "not hiring" right now, say:

"I understand. Could I leave a copy of my resume and give you a call in a couple of weeks to see if any _____ jobs have opened up? Thank you so much for your time. If you have any questions, please feel free to give me a call. My telephone number is on the resume."

What you want to do is "keep the door open" so that you can check back with the employer at a later time about any new openings they may have. Some employers actually expect an applicant to make contact with them two or three times before they will interview the applicant. Such employers are looking for people who are motivated to work with their company.

Follow-up is very important. Some companies actually make their hiring decisions based on applicants' follow-up. Again, it may feel awkward or even embarrassing to recontact an employer, but don't let that stop you. Follow-up often pays off in a big way!

HELPFUL HINTS FOR "IN PERSON" APPLICATION

* When applying for a job wear the kind of clothes you would wear to work if you were interviewing for the job.

* Regardless of what you wear, have a neat, clean, appropriate and attractive appearance.

* Take along your resume and your application "Help Sheet" in case the employer asks you to fill out an application form right then and there.

* Take an erasable pen--blue or black ink--along to fill out application forms.

* Be very polite--and show a positive attitude.

* Smile, stand up straight and speak clearly so that you appear pleasant and self-confident.

* Remain positive, even when you are turned away. Make a good, lasting impression.

* Follow-up at a later date to show your positive attitude and motivation to work for that employer.

APPLYING FOR JOBS BY MAIL

There are occasions when corresponding with a prospective employer is necessary. Let's take a look at some of the most typical times you may need to write to an employer.

Cover Letter or Letter of Application

The preferable first contact method with prospective employers is through a personal visit to the company. However, you may need or want to make your first company contact with a "cover letter"--also called "letter of application"--if:

* you are unable to contact the employer by telephone
* the company is located out-of-town
* you are responding to an ad or an employer request that you apply by letter

A cover letter should be:

* Brief - usually no more than one page in length
* Typed - neatly, without errors on quality typing paper
* Addressed to the right person - usually the one in charge of hiring for the position. (Be sure to spell the employer's name correctly!)
* An original copy - not a duplicated or "Xeroxed" one

Purpose of the cover letter:

* Introduce you to the employer
* Interest the employer in your qualifications
* Specify your interest in the company and the job
* Request an opportunity to discuss your qualifications personally
* Indicate your availability and the telephone number where you can be reached

NOTE: A cover letter should <u>always</u> accompany a completed application form or resume sent to an employer <u>by mail</u>. It is usually not necessary that you include such a letter when you apply in person.

Again, anytime you mail an application or a resume to an employer you must send a cover letter along with it. (See the cover letter outline and work sheet on pages 106 and 107). Some employers say they throw out applications which they receive in the mail without a cover letter because they don't know which job the individual is applying for.

A cover letter is really a polite introduction of yourself to the employer. It should be brief, but say enough to interest the employer in your special qualifications.
In your cover letter tell the employer:

* Who you are
* What job you are interested in
* Which relevant skills and experience you have
* How you heard about the opening
* Why you are interested in that job and that company

List your telephone number and indicate your desire to talk with the employer personally about your qualifications for the job.

Remember, any correspondence represents you on paper. Be sure your letters are neat and legible with perfect spelling. Also, if you have any letters of recommendation (written references) from former employers, enclose a copy with your cover letter and resume. (See the sample letter of recommendation on page 104). It should be noted that it is not usually advisable to send more than three letters of recommendation with each application.

One more point. Some employers say that they prefer to receive resumes which have not been folded. That may sound like a minor point, but see for yourself. Compare a resume that has been folded to one that has not and you will see what they mean. A crease in the resume automatically seems to remove some of the professional image a resume can create. It is probably well worth the effort and minor extra expense to mail your resume to an employer in a 9" x 12" envelope. If you look really hard, you may find large envelopes that match your resume paper (usually in specialty stationery/paper supply shops). However, a neatly typed manilla envelope would probably serve you nearly as well.

If you have been a good worker for a former employer, you should ask your former supervisor to write you a letter of recommendation. Then make copies of this letter--never give the original away--and enclose a copy with each application or resume you give to a prospective employer during your job search. This makes a very good impression and may interest an employer in considering you for an opening.

SAMPLE LETTER OF RECOMMENDATION
(Written on Company Letterhead Paper)

To Whom It May Concern:

John Doe worked with our company as a file clerk and, in evaluating his performance, I feel very comfortable in recommending him to interested employers.

As John's immediate supervisor, I was able to directly observe him as he completed his assigned tasks. His responsibilities included sorting mail, maintaining records, typing, filing and completing special projects. John met or exceeded our expectations in all of these areas.

John also proved dependable and motivated and demonstrated an ability to get along with everyone. When John was requested to perform some duties that were unfamiliar to him, he proved by his ability to listen and observe, that he is a quick learner as well.

Based on John's skills, work attitude and willingness to learn, I am certain that John will prove to be an exceptional employee and a definite asset to his future employer.

If you have any questions or would like additional information on John, please call me at 111-222-3333.

Sincerely,

FORMER EMPLOYER'S SIGNATURE

Linda Gogetter
Supervisor of Production
PRETEND INDUSTRIES

COVER LETTERS

A cover letter is used to introduce yourself and express your interest in the company and position for which you are applying. A cover letter will summarize your skills/abilities, education, present your resume, and request an interview.

* A cover letter should be tailored for the specific job and company.
* Keep the cover letter brief and business-like.
* Address letter to a specific person when possible. (If you do not know to whom it should be sent, call the company to obtain a name).
* Type each letter individually on good quality bond paper.
* Proofread to avoid any errors.
* Don't forget to sign the letter.
* Like the resume, do not fold the cover letter.

COVER LETTER OUTLINE

Your Street Address
Your City, State and Zip Code
Date of Writing

Mr. (Ms. or Dr.) Name of Employer (spelled correctly)
Job Title of Employer
Company Name
Company Address
City, State and Zip Code

Dear Mr. (Ms. or Dr.) _____:

OPENING PARAGRAPH:

* Indicate how you heard of the position and company
* Catch the employer's attention
* Indicate the job for which you are applying

SECOND PARAGRAPH:

* Tell why you are interested in working for this employer
* Explain how you meet the employer's needs
* Show how your qualifications match the needs of the position

THIRD PARAGRAPH:

* Refer to your enclosed resume and application (if available)

CLOSING PARAGRAPH:

* State your desire to discuss your skills and qualifications personally
* Indicate your flexibility as to the time and place for personal interview
* Provide a telephone number where you can be reached
* Show appreciation for reader's time and consideration
* Close letter with a statement which encourages a response such as, "I look forward to hearing from you."

Sincerely,

YOUR SIGNATURE

Your Name (typewritten)

Enclosure

NOTE: When answering an ad, cover all the points requested in the ad in exactly the order asked for. Some employers make it a point to test the applicant's ability to follow instructions precisely.

COVER LETTER WORK SHEET

A cover letter is easy to write. The following work sheet was developed to help you get beyond being afraid to write to an employer. Use the work sheet to fit your needs--change it, expand on it, or write your own.

_____ (Your street address)

_____ (Your city, state, zip code)

_____ (Date)

Mr. (or Ms., Dr.) _____ (Name of company person)

_____ (Job title of person)

_____ (Name of company)

_____ (Company street address)

_____ (City, state, zip code)

Dear Mr. (Ms., Dr., Professor) _____:

This letter is in response to your advertisement in the _____DATE_____ issue of _____NEWSPAPER_____ for the position of _____.

(Insert paragraph telling why you are interested in working for this company, describe related experiences you have that match the needs for the position.)

For your convenience I have enclosed my resume, application, (if applicable) and letter(s) of recommendation (if available) which provide you with a more thorough look at my qualifications.

I am confident my skills and abilities are well matched for the _____.
I would be happy to meet with you, at your convenience, to discuss my qualifications.
Please feel free to contact me _____YOUR PHONE NUMBER_____.

I look forward to hearing from you.

Sincerely,

SIGN YOUR NAME HERE

_____(type your name here)

Enclosure(s)

THANK YOU LETTER

A thank you letter is an impressive and courteous way to remind the employer that you are interested in a job for which you have interviewed. It can also be sent to an employer who has taken some extra time and effort to answer questions or to provide you assistance. Another point--although most employers expect to receive a follow-up letter, not many people take the time to send thank you letters.

Thank you letters should be very brief. They are very easy to do. Send one out as soon as possible following your contact with the employer--same day if possible. That way your letter will probably arrive during the period when the employer is making the hiring decision. It is an excellent indicator of your motivation and is the best way to make your first follow-up contact after an interview.

Sending a thank you letter after a company has turned you down can be a good way to keep the door open to future opportunities. This is especially true if you know that the employer liked you and seriously considered hiring you.

Work sheets for writing these two different types of thank you letters follow on the next two pages.

THANK YOU LETTER TO BE SENT FOLLOWING AN INTERVIEW

Work Sheet

_____ (your street address)

_____ (Your city, state, zip code)

_____ (Date)

Mr. (or Ms., Dr.) _____ (Name of company person)

_____ (Title of company person)

_____ (Company name)

_____ (Company street address)

_____ (City, state, zip code)

Dear Mr. (Ms., Dr.) _____:

Thank you for the opportunity to interview for the _____ position with your company.

I was very impressed with the job, your staff and _____ (company name) and would very much like to work for you.

If you have any further questions, please call me at ( ) _____-_____.

Sincerely,

SIGN YOUR NAME HERE

_____ (type your name here)

THANK YOU LETTER TO BE SENT AFTER RECEIVING A REJECTION FOLLOWING AN INTERVIEW

Work Sheet

_____ (Your street address)

_____ (Your city, state, zip code)

_____ (Date)

_____ (Name of company person)

_____ (Title of company person)

_____ (Company name)

_____ (Company street address)

_____ (City, state, zip code)

Dear Mr. (Ms., Dr.) _____:

Thank you for letting me know the results of your final hiring decision for the _____ _____ position.

As you know, I was very impressed by the job and your company. If a position should open up in the future, I would be very interested in interviewing again.

It is my hope to work for _____ (Company name) someday.

Sincerely,

SIGN YOUR NAME HERE

_____ (your name should be typed here)

SAMPLE BUSINESS LETTER ENVELOPE

Your name
Street address
Your city, state, zip code

POSTAGE
STAMP

Mr. (Ms., Dr.) Employer's Name
Employer's Job Title
Company Name
Company Street Address
Company's City, State, Zip Code

Use a plain business envelope of this size. An envelope matching your paper is a nice touch. The envelope should be typed and free from errors. Be certain to spell the employer's name and title correctly.

CORRESPONDENCE CHECKLIST

Check to see if your business letter fits these descriptions: (✓)

_____ brief--no more than one page

_____ correct--spelling, grammar, names, and titles

_____ addressed to the person (by correct name and title) in charge of hiring for the position for which you are applying

_____ a neatly typed original copy without errors

_____ letter contains a telephone number where you can be reached or a message can be left for you

_____ envelope is neat, legible and correctly addressed

FIVE STEPS INVOLVED IN APPLYING FOR A JOB

1. Develop a list of prospective employers you will contact from all of the communities in which you would be willing to work--this is your job search plan.

2. Find out as much as you can about the employers and the jobs that may be available before you actually go talk to the employer.

3. Contact the employer, preferably in person or by mail, and provide them your resume. (A completed application and copies of letters of recommendations may also be appropriate.

4. Follow-up with another visit, a letter or telephone call a week or two after the initial contact to let the employer know you are really motivated.

5. A third or fourth follow-up contact may also be appropriate (and necessary). Use your good judgement about timing the follow-up contacts and vary your methods (mail, in-person, telephone).

HOW TO INTERVIEW

Find Out About the Company

DO: Get ready for the interview by finding out as much as you can about the company or organization with whom you will be interviewing.

Before the interview find out about: (see Fact Sheet on page 116)

- products or services provided
- when company established in the community
- types of jobs in company
- how many employees
- any information about how company treats employees, wages, benefits, shifts, policies, etc.

How? - annual reports, newspaper articles, brochures and people already employed by the company can provide good information. Check with the local library.

Find out About the Job

DO: Get ready for the interview by finding out as much as you can about the job for which you will be interviewing.

Before the interview find out about: (see Fact Sheet on page 117)

- specific job duties and responsibilities
- physical requirements
- qualifications necessary
- where the job is located
- work environment--clean/dirty, noisy/quiet, etc.
- shift (hours) and days worked
- job advancement opportunities

How? - ask the employer for a copy of the job description if one is available. If not, ask questions of the employer or secretary when you are asked to come for an interview.

Prepare for the Interview

- Make a list of your qualifications for the job for which you are applying. Prepare answers for the questions you are likely to be asked as well as for the questions you hope you will not be asked.

- Choose suitable clothes and be sure they are clean and pressed. Remember the shoes and stockings will also be noticed.

- Take along an extra copy of your resume, some paper and a pen. Take notes only if the interviewer asks you to during the interview.

- Find out exactly where and when the interview will take place. Be there at least 15 minutes before your interview is scheduled to begin.

- Try to relax, smile and enjoy yourself. After all, you are a great candidate and you are prepared.

FACT SHEET ON THE EMPLOYER/COMPANY

Name of Employer: _____

Contact Person: _____

What does the company do?

Does the company make any products? __ yes __ no If so, what?

Does the employer provide a service? ___ yes ___ no If so, what?

To whom?

What kinds of jobs are there within the company that I might do?

Questions I have:

Other information:

Location:

Wages/Benefits:

Hours/Shifts/Overtime:

Reputation:

Other:

Find out these facts about the employer <u>before</u> your interview to ensure you are well-prepared.

FACT SHEET ON THE JOB

Name of Employer: _____

Contact Person: _____

Interview Date: _____ Interview Time: _____

Interview Location: _____

Title of the job: _____

What are the main duties:

What and how much physical work is involved?

What is the work environment like?

What reading or writing is involved?

What are the main qualifications the employer is looking for?

How am I qualified?

How would I dress on the job?

Other information:

Location:

Wages/Benefits:

Hours/Shifts/Overtime:

Supervisor:

Other:

Find out these facts about the job <u>before</u> your interview to assure a good interview.

THINK ABOUT IT

Research tells us that employers look for people who meet the following requirements in this order:

1. "Fits in" and gets along with others
2. Is dependable and honest
3. Has the skills and abilities to do the job
4. Wants the job and will stay with the company a long time.

What will you say and do to let the interviewer know you meet the requirements? Think about these issues ahead of time. Be certain to give the interviewer information that will convince him/her that:

1. You will "fit in" and get along with others:

2. You are dependable and honest:

3. You are qualified to do the job:

4. You are motivated and plan to stay with the company a long time:

COMMON REASONS EMPLOYERS GIVE FOR NOT HIRING PEOPLE THEY INTERVIEW

If any of these sound like you, you probably need to make some changes in your life.

- Appears to have trouble getting along with others.
- Poor grooming and personal appearance.
- Lack of confidence--poor posture, shy.
- Cannot speak clearly and express self well.
- Lack of job goals and future plans.
- Immature, conceited or ill-mannered behavior.
- Speaks negatively of former work, school or other persons.
- Fails to make good eye contact.
- Limp handshake.
- Appears lazy or low on energy.
- Talks about personal problems.
- Shows no interest in company or job.
- Seems to want job only for a short time.
- Undecided--parents or spouse makes decisions.
- Unable to take criticism.
- Sarcastic or defensive responses.
- Boastful or "know it all" attitude.
- Overaggressive or high-pressure type.
- Makes excuses or lies about unfavorable factors in record.
- Seems unprepared for interview--late, cannot answer questions.
- Asks no questions about the job.
- Poor work history--"job hopper."
- Low moral standards.
- Radical ideas--politics, religion, dress, life-style.
- Seems overly concerned about salary and benefits.

In the Interview...

DO

- Arrive 15 minutes early for the interview to show how organized, prepared and dependable you are.
- Greet everyone including the receptionist in a courteous, friendly way.
- Smile and show a positive attitude--act enthusiastic.
- Greet the interviewer by name. Look the interviewer straight in the eye, offer your hand in a firm handshake and introduce yourself.
- Wait for the interviewer to ask you to be seated.
- Speak clearly and loudly enough to easily be heard.
- Relax if you can--remember, the interviewer may be as nervous as you are.
- Sell yourself for the good candidate you are!
- When the interview is over, thank the interviewer for his/her time, smile and shake hands and depart in a positive manner.
- Send a thank you letter reiterating your interest in the job and in the company after your interview.

In the Interview...

DO NOT

- Chew gum.
- Smoke--even if the interviewer does.
- Put anything on the interviewer's desk--no elbows, purses, notebooks.
- Play nervously with your keys, rings, pen or tie.
- Swear or use slang.
- Slouch or look tired.
- "Tap" your fingers on the desk or table top.
- Mumble or speak too softly.
- Avoid looking the interviewer in the eye.
- Look too scared or too serious.
- Argue, act defensive, or secretive.
- Talk too much or too little.
- Wear a hat or dark glasses.
- Talk about personal problems.
- Talk negatively about past school, job or supervisor experiences.

COMMON QUESTIONS ASKED DURING THE INTERVIEW

Spend a few minutes going through this list of common questions asked during the interview. Jot down a few notes to remind you of your answer for discussion later.

1. Why should I hire you?

2. What can you tell me about this job?

3. Why do you think you might like this particular job?

4. Why would you like to work for this company?

5. What kind of person are you? Tell me about yourself.

6. What are your main strengths (skills, abilities, personality characteristics)?

7. What do you consider to be your main weaknesses?

8. Describe a time when you had problems getting along with a supervisor, teacher or co-worker. What happened?

9. What would you like to be doing five years from now?

10. Tell me about your last job and some things you liked and disliked:

11. How long would you stay with the company if this job were offered you?

Common Questions (continued)

12. How do you work under pressure?

13. Please tell me about any work gaps in your employment history. What were you doing?

14. Can you perform the job duties, as described, with or without accommodations?

15. Have you ever been fired or asked to leave a job?

16. Have you ever been in trouble with the law?

17. What can you offer us that other applicants cannot?

18. You don't seem to have stayed with any job for very long. If we hired you, how long would you stay with us?

19. What are your salary expectations?

20. When would you be available to start work?

21. Would you be willing to work overtime and weekends?

22. Do you have any questions about the job?

MORE INTERVIEW QUESTIONS FOR YOU TO THINK ABOUT

- What career goals have you set for yourself for the next ten years?
- How do you plan to achieve your goals?
- What do you really want to do in life?
- What one accomplishment in life has given you the most satisfaction?
- What have you learned from your mistakes?
- What ways will you make a contribution to our organization?
- How would a friend describe you?
- What are your most obvious work habits?
- Why did you choose this occupation?
- What ways would you change this organization?
- Where else would you like to work?
- What motivates you most?
- What situations irritate you?
- What is one significant problem you have overcome and how did you do it?
- What is your chief ambition?
- How much responsibility do you like?
- Do you like to supervise or be supervised?

SOME QUESTIONS YOU CAN ASK AN EMPLOYER

NOTE: Never ask about salary or benefits until the interviewer brings the subject up or until you are offered the job.

- Are there any other special duties in this job?

- What are the hours?

- Is there much or any weekend or overtime work?

- What clothes should I wear on the job if it were offered me?

- Would I be working with other people?

- Would I be closely supervised?

- What are the essential functions of this job?

- Does this appear to be a stable, long-term position? (never ask if the company is stable)

- Are there chances for career growth with this company?

At the close of the interview...

If the interviewer asks if you have any questions, and you feel that you do not, simply state, "Thank you. I don't believe I have any questions. You covered them all during the interview.

A PRIMER ON ANSWERING QUESTIONS IN AN INTERVIEW

The following is a list of some typical interview questions with suggestions for responding in a positive manner. It is suggested that you cite specific examples from past work experiences when you answer questions to provide the employer with a very real idea of your capabilities. These suggestions are meant to be general guidelines. In fact, you should allow your own personality to show--your smile and your unique qualities will be your most effective selling tools.

Q: Tell me about yourself.

A: Tell the employer about your skills and interests--especially ones relating to the position for which you are applying. Indicate positive personality characteristics, such as being dependable, honest, and able to get along well with others. Most importantly, cite examples from your past to back up what you say.

Q: Why do you want to work here?

A: Mention positive things you might have learned about the company, its products or services, and its personnel. This is an excellent time to show the interviewer that you have done your homework about the company and the job, and that you are highly enthusiastic about working there. Be certain to let the interviewer know you can do the job and that you would fit in well.

Q: Why do you think I should hire you?

A: Clearly and specifically point out your related skills and experiences. Tell the employer about successes in past jobs and describe yourself as hardworking and dependable. State your interest in working for that employer and let the interviewer know that you are informed about the company and the position. Also mention education, training, and any hobbies or community activities that would be in any way related to the position or the skills necessary to do the work.

Q: Why did you leave your last job?

A: It is best to be truthful in most cases. Keep your answer brief and positive. If you had problems with co-workers, be certain not to blame others. Take responsibility for your part in the problem, state what you learned and why it would be different today. Remember, the interviewer is likely to identify more with your former employer than you during the interview so watch what you say about past employers, supervisors, and company policies.

Q: Frequent lifting of 35 pounds is an essential function of this position. Can you physically handle this portion of the job?

A: If you can physically perform the duties associated with the position, with or without reasonable accommodation, be prepared to discuss your abilities in a positive manner. Also, remember that it is your responsibility to help in identifying what reasonable accommodation might be required. Prior to your interview, give some thought to what the accommodations would be. Be prepared to discuss your ideas with the interviewer.

Q: How would your past supervisor describe you?

A: If it is true, talk about yourself as your best friend would. The interview is no time for modesty. State positive traits and give specific examples to back up what you say. For example, you could say, "I was very dependable. In my last job I missed only two days of work in three years. I was never late and was always willing to work overtime."

Q: What is your biggest strength?

A: Be prepared to answer this one--it is a favorite! Don't be afraid to say good things about yourself; if you don't, no one else will. Describe positive past experiences as examples to things you say about being dependable, honest, hardworking, creative, or whatever else you claim. These examples will stand out in the interviewer's mind much beyond the general responses that most interviewees provide. For example, you might state, "I am very quick to learn new things. In my last job my supervisor had me learn all the tasks in our department and had me train new staff as well."

Q: What is your biggest weakness?

A: This one can be difficult. Employers don't really expect you to confess your true faults and weaknesses, though they will never stop you from doing so. The trick to this response is that you should state something that would actually be perceived by the employer as a strength! For example, "My weakness is probably that I am somewhat of a perfectionist in my work. I find that it is hard for me to stop working on a project until it is nearly perfect. However, I have learned that I cannot let perfection get in the way of getting the job done on schedule."

Q: What would you like to be doing in five years?

A: The employer wants to know if you plan to stay with the company. The interviewer is also checking out your maturity and whether or not you are a person who likes to continue to grow and learn. Avoid mentioning that you would like to be the "Manager" or "supervisor" unless you are positive that would be the career path the company would have you follow. Remember, too, you are probably being interviewed by that supervisor and he may see you as a personal threat to his own job security. Be a bit more general in your approach assuring the interviewer that you would like to be with that company in five years, growing professionally and contributing to the organization.

Q: What are your salary expectations?

A: First of all, <u>never</u> introduce the topic of salary or benefits into the initial interview. Wait for the employer to bring up the issue unless you are offered the job and the salary hasn't yet been addressed. It usually is wise to approach the question of salary expectations by stating that you can be "flexible" or "negotiable." Then try asking the employer what he typically offers someone with your qualifications for that type of position. Hopefully, the employer will respond with an idea of the salary range the company has determined is fair. If he will not offer you any information and insists that you state your expectations first, tell him what you feel would be fair. Of course, this means that you should have done your homework ahead of time and learned as much as you could about the company's reputation salary-wise. Be sure to also take into consideration the monetary worth of the employer's benefit package when you make your decision to accept or turn down an employment offer. After you have been offered

a position, and before you have accepted, you probably have the most negotiating power you are likely to have for quite some time. The employer has decided that he wants to hire you and he will likely be more flexible and open to your point of view. Be careful though--money is usually a sensitive topic with employers. Being too pompous or lacking tact could have a long-term damaging effect on your reputation and get you started on the wrong foot with your new employer.

Q: Have you ever been fired or asked to leave a job?

A: If you have been fired or asked to leave a job and this information is likely to be uncovered during reference checks with former employers, be certain that it is you who tells the interviewer. Be as positive as possible and don't blame the former employer. You could say something like, "Unfortunately I did have a problem with my last supervisor. It did result in my leaving the job. However, I learned a lot from that experience about the importance of communication and I don't think it would happen again." Employers appreciate honesty and a positive attitude. Do tell the truth, but don't dig back into insignificant and negative things from your past to "confess all."

Q: When would you be willing to start work?

A: In most cases, the sooner you can start, the better for the employer. If you are presently working and need to give a fair notice of termination to your current employer, most employers can make arrangements to give you that time. However, if you are unemployed, it could make a negative impression to ask for two weeks to "get ready" or "make child care arrangements" before you start work. Remember, you want to make a good initial impression with your new employer--one that shows you will be hardworking, motivated and cooperative.

Q: Do you have any questions you would like to ask?

A: It is usually a good idea to ask one or two relevant questions of the interviewer. Asking, "What do you consider to be the most important aspect of this position?" or "Would I be working closely with other staff?" shows a real interest in the position. Avoid asking trivial questions just for the sake of saying something. Never, never put the interviewer on the spot by saying, "When do I start?" This type of question is

usually seen as pushy and tactless and can be very uncomfortable for everyone involved. Rather, ask something like, "By when do you expect to make your hiring decision?" Incidentally, most interviewers say they prefer an applicant who asks five to six questions during the interview as a natural course of the conversation. Remember, an interview should be a dialogue--two people sharing thoughts and ideas--rather than an interrogation. The interviewer will want to hire someone with whom he feels comfortable--someone who will "fit in" with the staff. That someone can be you!

DRESS AND GROOMING - THE FINISHING TOUCHES

Remember You Have Only One Chance To Make A First Impression, So Make It A Good One!

Dress and grooming may be the most important element in successfully landing a job. First impressions count. A poor personal appearance is a major factor leading to employment rejection.

It is commonly said that within the first 30 seconds to three minutes an employer decides whether to seriously consider you for a job. Employers tell us that most of this decision is based on your personal appearance and the first impression you make. Most importantly you should look neat and clean. Clothes must be pressed and in good repair. Hair, hands, and fingernails must be clean.

You should dress to project the impression you want the employer to receive. If you dress carelessly for an interview, an employer may think you are careless about other things too. The employer may also think you do not really want the job, that you may require close supervision or lack ability; or generally speaking, think that you may not be a good prospective employee.

Many people think that your personal appearance reflects the way you feel about yourself. Also, if you look good, chances are you are going to feel good and succeed in making that good first impression.

In a major survey of employers (done by the Wisconsin Department of Industry, Labor and Human Relations):

- 95% of employers said a job seeker's personal appearance affected the employer's opinion of that applicant's suitability for the job
- 91% said they believed dress and grooming reflected the applicant's attitude towards the company
- 61% said dress and grooming had an effect on subsequent promotions as well

DRESSING RIGHT FOR THE INTERVIEW

How do you know what is right to wear to an interview? There are different ways to dress for different kinds of jobs. For example, an employer may not want to hire someone to work in a factory or warehouse who comes to the interview "too dressed up." However, if you are going to interview for an office job where everyone dresses up, you don't want the employer to think that you are dressed too casually.

The best rule to go by is:

Dress much the same as the company employees who work in that job do--but just a little bit better for the interview.

After all, the interview is a special occasion, and you want to make a very good impression. Following this rule will give the employer the impression that you will "fit in."

If you can, set aside your interview clothes just for interviewing. If you don't wear these outfits at other times, the clothes will stay clean and fresh looking and you will feel "special" when you are wearing them. It is a good idea to have more than one outfit for interviewing, if possible, so you will not have to worry in case of a last minute spill or rip. In addition, if you are interviewed more than once by the same employer, you may not want to wear the same outfit each time.

Finally, dress conservatively. Women usually find they are better received when they are wearing skirts and blouses or dresses rather than slacks or pantsuits--yes, even in this day and age! Men should avoid past fads such as leisure suits, western wear, and loud plaids. Both women and men should avoid present dress fads. More classic clothes providing long-term wearability should be purchased and worn.

If you are applying for a job as a welder or another position that could damage or soil the clothing you wear to the interview if you are asked to demonstrate your skills, it would be wise to carry coveralls or an extra set of "work clothes" in your car. That way, if the interviewer asks you for a demonstration on the spot, you can change into the appropriate clothing and not damage your better clothes. This would also give the employer the impression that you are a well-prepared and serious applicant.

Finally, your clothes should be clean and in good repair without tears, missing buttons, or soiled spots. Your shoes or boots should go well with your outfit, be polished, and not look run-down or worn out.

Last, but not least, stand and sit straight and tall--poor posture makes you look as though you don't feel good about yourself. The best wardrobe in the world can't hide a lack of confidence or low energy and enthusiasm.

A NOTE ON CLOTHING COLORS AND INTERVIEWING

There is a lot said about colors and dress these days. Different color experts tell us that certain colors may be more flattering to us than others. Exploring this area may be a fun thing for you to do on your own, and there are color consultants who can actually assist you with this for a fee. There are also a number of books on the market which can help you learn more about this area.

Generally speaking, you should stay with conservative colors that you know you look good in--ask a friend if you are not sure. Some good possibilities include blue, gray or rich shades of brown or tan. Harmony in color combinations is another conservative rule that is probably good to follow.

Some colors you may wish to avoid for interviewing are:

PINK	- May be seen as too feminine and not serious enough
BLACK	- May be seen as too somber or serious
RED ORANGE BRIGHT YELLOW BRIGHT GREEN	- May be seen as too wild or flamboyant

INTERVIEW OUTFIT CHECKLIST

Name: _____

Job I will be interviewing for: _____

Check (✓) the clothes that you think would be right to wear to an interview for the position indicated above. Also, indicate the color.

Men	What color?	Women	What color?
____ dress pants		____ dress	
____ dress shirt		____ woman's suit	
____ tie		____ skirt	
____ dress shoes		____ blouse	
____ dark socks		____ sweater	
____ sport coat		____ nylon stockings	
____ vest		____ high heeled shoes	
____ sweater		____ low heeled shoes	
____ man's suit		____ boots	
____ casual pants		____ pantsuit	
____ casual shirt		____ slacks	
____ leather boots		____ tennis shoes	
____ tennis shoes		____ jewelry	
____ white socks		____ purse	
____ blue jeans		____ dress coat	
____ dress coat		____ casual jacket	
____ casual jacket		____ briefcase	
____ briefcase		____ hat	
____ hat		____ gloves	

Complete a separate checklist for each of the three positions you will be applying for.

FINISHING TOUCHES CHECKLIST

Check (✓) this list before you go to a job interview.

___ clothing style is right for the job interviewing for

___ clothes fit well--not too tight or too big

___ clothes are neat, clean and pressed

___ no missing buttons, tears or broken zippers

___ shoe style and color goes well with clothes

___ shoes are polished

___ jewelry is appropriate--not too much

___ pants or skirts are right length--not too short or too long

___ no holes or runs in stockings

___ have handkerchief or tissue with me

___ (women) purse looks neat and well-organized

Employers report that the following clothing styles are not acceptable for interviews:

- blue jeans or overalls
- open-necked shirts
- low necklines
- "no bra look" or see-through blouses
- "sexy dress"--unless you are applying to be a cocktail waitress or entertainer
- "muscle shirts"/sleeveless men's shirts
- black leather jackets
- miniskirts or long skirts
- bright or loud colors or patterns such as plaids, checks, stripes and polka dots
- too much jewelry
- unusual neckties
- white tie on dark shirt
- tennis shoes, cowboy boots, sandals, or no shoes

GROOMING AND CLEANLINESS

No matter what type of job you are interviewing for--BE NEAT AND CLEAN.

- Fingernails should be clean and properly cut. Women should be sure that any fingernail polish looks fresh and not chipped.
- Hair should be shiny clean, neat and nicely cut and styled.
- Men should be clean shaven or have short, neatly trimmed mustache and beard.
- Women should wear fresh and conservatively applied make up.
- Teeth should be brushed and breath fresh.
- Face, neck, hands and arms should be clean.
- Bathe or shower and use deodorant just before the interview.
- Perfume or after-shave lotion should flatter you and be very lightly applied.

GROOMING CHECKLIST

Check (✓) this list before you go to each job interview.

BODY

___ took bath or shower

___ used deodorant

___ not too much perfume or after-shave

FACE

___ clean neck, face and ears

___ (men) clean shaven or short, neatly trimmed beard and mustache

___ (women) neat make up and not too heavy

___ brushed teeth

___ used mouth wash or breath mint

HAIR

___ clean, neat and combed

___ nicely cut and styled

___ if tinted or dyed hair, should not need retouching

HANDS

___ fingernails clean and properly trimmed

___ if hands get "sweaty," apply deodorant to the palms to keep dry

___ polished nails should be conservative color and unchipped

BODY LANGUAGE - IT'S WHAT YOU DON'T SAY

Communication experts tell us that about 70% of what we communicate is done non-verbally. Each of us has our own habits and body language patterns. It really is difficult to know if another individual's non-verbal language is the same as our own. However, there are some common perceptions given by different posturing. In order to better understand the way you are coming across to others, as well as to better understand ourselves, it is helpful to have some basic understanding of the more typical non-verbal messages we give. See if the following body language cues apply to you!

HONESTY	Hands to chest, hands spread palms out
ACCEPTANCE	Nodding head, touching, moving closer
SELF-CONTROL	Clenched hands, locked ankles, holding arm rests, holding arms behind back
NERVOUS	Fidgeting, clearing throat or voice pitch change, smoking, biting nails, shaking, perspiration, blinking, fiddling
CONFIDENCE	Erect posture, frequent eye contact, steepling hands, chin forward, deeper voice tone, smile
DOMINANCE	Standing or sitting on a higher level, feet on desk, leaning back in chair with hands behind head, arm around another's shoulders, placing personal possessions on another's desk, chair, etc.
ON THE SPOT	Wringing hands, blushing
FRUSTRATED	Kicking, rubbing back of neck, short breaths, slapping head, hitting
READINESS	Standing with hands on hips, open coat, sitting on edge of chair
INTEREST	Leaning forward in chair, head tilted, hand supporting head, hand to cheek
DOUBT	Rubbing nose, rubbing eye, narrowing eyes, squirming, looking over glasses
OPENNESS	Open hands, open coat, uncrossing legs
DEFENSIVENESS	Arms folded over chest, fist clenched
BOREDOM/IMPATIENT	Tapping toe or fingers, head in hand, drooping eyes, sighs, doodling, blank stare, foot shaking, fiddling
SEEKING REASSURANCE	Clenched hands, chewing on pencil, biting nails

FIRST IMPRESSIONS

It is said that we make our "first impression" with new acquaintances within the first 30 seconds to 3 minutes. It can be very helpful to understand how other people see you when you first meet.

Check (✓) every word from the following list which you believe describes you:

____	Thoughtful	____	Conservative
____	Funny	____	Serious
____	Polite	____	Impatient
____	Calm	____	Nervous
____	Happy	____	Angry
____	Outgoing	____	Shy
____	Impulsive	____	Cautious
____	Friendly	____	Reserved
____	Professional	____	Casual
____	Hardworking	____	Lazy
____	Motivated	____	Uninterested
____	Laid Back	____	Energetic
____	Modest	____	Confident
____	Honest	____	Smooth Talking
____	Quick to Answer	____	Slow to answer
____	Stylist	____	Candid
____	Down-to-earth	____	Aloof
____	Organized	____	Disorganized
____	Mature	____	Youthful

Now (circle) the three words you believe best describes the first impression you make with a stranger.

If you want to be sure you are correct about your first impression, ask a friend or new acquaintance to tell you how they perceived you during your first meeting.

ANOTHER APPROACH...THE INFORMATIONAL INTERVIEW

The best way to find out about a job or career area in which you are interested is to talk to the people who actually are doing the job--or even better, to the person who hires those people. This method of employer contact, called the "informational interview," can also be a very effective job seeking method.

To arrange for an informational interview call the Personnel Department of a company and ask to talk with the person who hires workers in the area of your interest. Ask if you can set up an appointment to come in and talk with him or her for about 15 minutes at their convenience. Explain that you are thinking about going into that type of work someday and would like to know more about the work as well as what kind of training, experience, and personality characteristics the employer looks for.

Remember, you are seeking information and not interviewing for a job. You will be asking the questions of the employer, so you should be prepared. You should dress appropriately and act somewhat businesslike as you will want to leave a positive impression with the employer. Be courteous and sensitive to the cues of the employer.

Do not take up too much of the employer's time since they are doing you a favor by agreeing to talk with you. Most employers do not mind this type of request and most feel flattered to have their advice sought.

When you have finished with your list of questions for the employer, thank him or her for the time. Do not offer a copy of your resume. If the employer requests it, return with it at a later time. You do not want the employer to feel "tricked" into a job interview.

Sometimes you may find out that you are already qualified for the job about which you are inquiring. An employer may request your resume or suggest that you apply for a specific job. Employers sometimes suggest further contacts and may even give you permission to use their name. These happenings would be extra benefits to your main goal of seeking "information" although some experts have speculated that doing informational interviewing actually more than doubles your job seeking success.

Always be courteous and try to make a good impression. You never know when you may again encounter that employer as you are applying for jobs or even once you are working on a job. Finally, be certain to send the employer a brief letter thanking him or her for taking the time to talk with you.

THE INFORMATIONAL INTERVIEW ASSIGNMENT

Make an appointment and go out and actually do an Informational Interview with an employer who hires in a career area in which you are interested. Try to meet with the manager or supervisor of the career area in which you have an interest. These are the people who are the first to know when a new hire will be made. (Use the Informational Interviewing Help Sheet from pages 143-145). Report your results and share information with your instructor and your classmates.

WHO DID YOU INTERVIEW?

WHAT DID YOU LEARN?

WAS IT A GOOD EXPERIENCE? WHY?

WOULD YOU DO ANYTHING DIFFERENTLY NEXT TIME?

INFORMATIONAL INTERVIEW HELP SHEET

Name of the job I interviewed about: _____

Company or Agency interviewed: _____

Name of the person interviewed: _____

Job title of the person interviewed: _____

Date of interview: _____

What is a Typical Day Like?

The job duties are:

What do you like most about this work?

What do you like least about this work?

JOB CONDITIONS: Check (✓) those that apply

____	indoors	____	work mostly alone	____	full-time
____	outdoors	____	work with people	____	part-time
____	clean environment	____	closely supervised	____	permanent
____	dirty environment	____	some supervision	____	temporary
		____	no supervision		

HOURS: (✓)

Shift: __ days __ afternoons __ nights __ overtime __ weekend work

PAY: (✓) (If the employer seems willing to discuss)

Starting salary $_____ per hour

Highest salary $_____ per hour

BENEFITS (✓)

____ paid vacation

____ paid sick leave

____ insurance

What clothes does a worker need? _____

Information Interview (continued)

REQUIREMENTS:

____ *high school diploma or GED*

____ vocational school training in:

_____

____ apprenticeship in: _____

____ college education in: _____

____ other: _____

Experience and skills needed:

Personality traits important to this job:

PHYSICAL REQUIREMENTS OF THE JOB: (✓)

____ occasional heavy lifting up to _____ pounds

____ frequent heavy lifting up to _____ pounds

____ climbing

____ bending and stooping

____ pushing and pulling

____ long periods of standing

____ long periods of sitting

____ work in high heat conditions

____ work in cold conditions

JOB FUTURE: (✓)

____ probably more jobs in future

____ probably same number jobs in future

____ fewer jobs in future

____ no future seen in this area

____ lots of qualified applicants

____ few qualified applicants

_____ good job advancement opportunities in this area

_____ poor job advancement opportunities in this area

What other jobs can a worker do after this job?

Information Interview (continued)

What kinds of companies hire people who do this type of work?

Other comments:

THANK THE EMPLOYER FOR HIS OR HER TIME

(For you to answer after the interview)

Am I interested in this job area? _ yes _ no _ maybe

Can I do this job now--am I qualified? _ yes _ no _ not sure

If not, how can I prepare to do this kind of work if I so desire?

FINALLY...ADVICE FROM AN EMPLOYER ABOUT INTERVIEWING

* Each of us is unique--be proud of your uniqueness
* Be enthusiastic, positive, and prepared for the interview
* Don't look for sympathy; you are not a charity case
* Non-verbal communication is important; especially your walk, eye contact, handshake and posture
* Be honest -- it will be refreshing and rewarding in most cases
* Leave your mom, dad and friends at home
* Be on time for appointments--a little early is good, but never late
* Accept coffee if offered as your gesture has a message
* Know about the company with whom you are interviewing
* Leave your personal problems at home
* Talk about your commitment to the job and the company
* Know the difference between job, work, and career--the employer does
* Dress appropriately
* Be clean and don't bite fingernails
* Ask if you can phone with questions in the future
* Send a thank you letter after the interview--it is seldom done
* Don't give up--there is a job out there for you

DEALING WITH REJECTION

When we are job seeking, rejection is usually a fact of life! Most of us receive more rejections--"turn downs"--in our job search than job offers. It takes most of us at least 40 job search contacts before we get a job interview. It may then take 10 interviews to come up with that job offer!

It may take the average person about three months to one year of very hard job seeking to find the right job. This means applying with and talking to about ten employers each week! For some people it may take longer to find that right job. Of course, some people are successful--and lucky--sooner. The point is, job seeking is usually hard work.

Being turned down for a job can hurt--especially if you really wanted the job. If you do not take care of yourself, it is possible to become too depressed or scared to look for work any longer--or to feel that there is no hope for success. Let's face it, during periods of unemployment, our self-esteem is usually pretty fragile.

It is okay to feel sad or even angry about being turned down by an employer. However, you should never let the employer know you feel angry because another chance with the same company may come up later. You may come to recognize stages you go through following rejection. These stages might include denial, anger, sadness, and depression. Allow yourself to experience these feelings, but don't let them take over. You must somehow re-motivate yourself to get back out there to job seek.

Periods of unemployment can be very stressful to close relationships between you, family and friends. No one else will know how hard you are working to find a job--or how much it hurts to be turned down. No one else will reward you for your efforts--so you must reward yourself. This may sound silly, but rewarding yourself can make you feel a lot better and will help you to get back out and looking for a job again.

Some possible ways to reward yourself might be:

* an ice cream sundae
* eating out
* a walk in the woods
* a new item of clothing
* a new record or tape
* a fishing trip
* a bubble bath

Think of three rewards you can give yourself for your job seeking efforts:

1. _____
2. _____
3. _____

Remember, it is only a matter of time and hard work before the "right job" for you will come along.

THE STAGES OF JOB LOSS

There are stages of adjustment to job loss. Some of these stages can be positive while others are destructive to one's self and close personal relationships. See if you can decide which stages you have experienced.

STAGE ONE - "ALL'S WELL THAT ENDS WELL"

* May feel some resentment toward former employer
* There may be an understanding of why the job loss occurred
* Feel as though you are "between jobs" and don't feel "unemployed"
* Confidence is high and you believe that you will find work
* It is enjoyable spending time with the family, sleeping in, pursuing hobbies
* Family relationships are not changing much
* Job searching may be done in a casual manner

STAGE TWO - "TIME TO GET TO WORK"

* Feel rested, may be bored with unemployment
* Begin to call on friends, relatives, and job contacts
* May begin calling on employers
* Watch the newspaper ads daily
* Feel optimistic about finding work and are easily encouraged by employers
* May avoid being with other unemployed people
* Spouse may become emotionally invested in your job search
* Family and friends are encouraging and supportive
* All-out effort to find work

STAGE THREE - "MAYBE I'LL NEVER FIND WORK"

* Have been unemployed longer than ever before
* Can't understand why your job search efforts haven't worked
* Feeling vulnerable and afraid of further rejection
* You experience "up and down" moody behavior
* Feeling very self-critical and self-blaming
* Feeling very angry, sometimes even violent
* Think that you are a burden to your family
* May feel depressed and even suicidal
* There may be a sense of panic and despair
* Consider career change and retraining
* Relationships with family members deteriorate
* Family and friends see you as "unemployed"
* Search for work is sporadic, less than half-time

STAGE FOUR - "WHAT'S THE USE? I DON'T CARE"

* Search for work infrequently to protect self-esteem
* No personal contact with potential employer in 60 days
* Expectation is that you will only be turned down - "nothing out there"

* Will not seek a position unless it fits skills, experience exactly
* Feeling pessimistic, powerless and apathetic
* Moods and relationships with others more stable; restricted to few close friends
* Family relationships improve - roles may be shifted
* Have become accustomed to living on a lower income
* May give up and never be gainfully employed again

(Author Unknown)

Obviously if you find yourself in the last two stages, it is imperative that you seek support from outside sources such as counselors or service programs to bring yourself back into Stage Two. Although some people are able to remotivate themselves, it is difficult to do because of the closeness to the situation. Likewise, it is not fair to expect those persons closest to us to carry the burden for us. They are probably wrestling with their own fears and feelings about the unemployment situation and are also too close to the issue.

Psychologists tell us that most people find unemployment to be an emotional trauma and express the following feelings about it:

lower self-esteem	uncertainty
fear	helplessness
frustration	self-pity
anger	defeat
anxiety	guilt

Sometimes people who are unemployed have difficulty dealing with the feelings and experiences of being unemployed. Consequently, we might find ourselves responding to things in unusual and even unhealthy ways. The following is a list of adjustment reactions we sometimes develop in order to cope. Have you ever experienced any of these behaviors?

* directing high energy to chores and tasks we otherwise would not spend time on
* translating emotions into physical ailments
* acting out through rigid, persistent behavior; even if harmful
* giving up - resignation to failure
* ignoring difficulties and problems
* repressing feeling and stating the opposite
* blaming others, especially those closest to us
* making excuses and not take responsibility for our role in problems
* acting angry or abusive to others
* being delusional - not dealing with reality
* alcohol and/or drug abuse

Periods of unemployment can obviously be very difficult times. All we can do is learn from the experience and try again. Sometimes it helps to recognize why we might be reacting in a specific way. Once we understand the reaction, we can act to change what needs to be changed. There will be another job out there - perhaps a much better job than the last one.

UNIT 5

DEALING WITH DISABILITY RELATED ISSUES

Most of us have some kind of disability. It may be physical such as a weak back or a missing arm. A disability can be in the area of learning such as problems reading or writing--or just requiring more time to "catch on" to a new idea. Some of us have a difficult time with emotions or moods that get in the way of working under pressure or getting along with others.

If you feel that you may be a person with any kind of disability, it is important to consider whether it may be something that could get in the way or interfere on the job. If it does, you should be knowledgeable about the laws regarding employment of persons with disabilities and how best to discuss them with perceptive employers.

The following pages include an introduction to the Americans With Disabilities Act (ADA) laws; ADA Terminology; How ADA Affects the Hiring Process; Determining <u>if</u> and <u>When</u> to Disclose Your Disability to a Potential Employer; Tips on Explaining Possible Employment Disabilities; and Question and Answer Study Guide (Talking About Your Disability in the Interview).

INTRODUCTION TO ADA

With passage of the Americans with Disabilities Act (ADA) in 1990, it is now unlawful for employers to discriminate against qualified individuals with disabilities in all aspects of employment. The law, commonly referred to as ADA, encompasses all employers including state and local government employers who employ 25 or more employees after July 26, 1992; and employers, including state and local government employers with 15 or more employees after July 26, 1994.

This legislation will dramatically affect the way you seek/maintain employment as well as how employers will need to conduct business in the future. The purpose of this workbook, in addition to providing you the skills and knowledge to seek employment, is to make you cognizant of your rights under ADA.

What Employment Practices are Covered?

The ADA prohibits discrimination and demands employers to provide equal access in all employment practices such as:

* recruitment
* hiring
* job assignments
* pay
* lay off
* discharge
* training
* promotion
* benefits
* leave
* all other employment related activities

Who is Protected Under the ADA?

If you are disabled and are qualified to perform the essential functions of a job with or without a reasonable accommodation, the ADA protects you from job discrimination on the basis of your disability. The ADA defines a disabled person as an individual who has:

A. A physical or mental impairment that substantially limits one or more of the major life activities;

B. A record of such an impairment; or

C. Being regarded as having such an impairment.

What is Reasonable Accommodation?

The ADA requires employers to provide an accommodation to the known disability of an otherwise qualified applicant/employee if it would not impose an undue hardship to his/her operation. Reasonable accommodation may include, but is not limited to:

* acquiring or modifying equipment or devices;
* job restructuring
* reassignment to a vacant position;
* part-time or modified work schedules;
* modifying examinations, training materials or policies;
* providing readers and interpreters, and
* making the work place readily accessible to and usable by people with disabilities.

ADA TERMINOLOGY

Applicant Status: A qualified person with a disability who is applying for a job.

Conditional Job Offer: A qualified applicant with a disability who has been offered employment contingent on successful completion of medical inquiries.

Direct Threat: A qualification standard which is permissible if an employer can demonstrate that an individual poses a direct threat to the health and safety of the individual or others. Specific evidence is needed to show significant risk of substantial harm which is not speculative nor remote.

Education, Skills, and Requisites for a Job: These are possibly the level of degree required for applicants, licensure needed, or in some instances successful completion of a screening tool such as a physical agility test.

Essential Functions of a Job: The major tasks required by a job position with the opposite of essential being "marginal functions." Marginal functions are not a determinant of employability.

Medical Inquiries: No pre-offer medical inquiries may be made regarding a qualified applicant with a disability. Medical inquiries are permitted at conditional-offer stage and post-offer but under certain restrictions and situations.

Qualified Individual with a Disability: A person with a disability who can perform the essential functions of a job, with or without reasonable accommodations, and has the requisites, skills, education requirements and other job-related requirements for such employment.

Reasonable Accommodations: Modifications or adjustments which ensure equal opportunity in the application process; to perform the essential functions of a job; and to enjoy equal benefits and privileges of employment for applicant and/or employee who is a qualified individual with a disability.

Reassignment to a Vacant Position: An option which is considered for a qualified employee with a disability who can no longer perform the current job's essential functions with or without reasonable accommodations.

Undue Hardship: The provision of a reasonable accommodation which requires significant difficulty or expense.

The Americans with Disabilities Act has placed stipulations on both the "what" and "how" an employer may ask certain questions. These stipulations have affected the hiring process.

Listed below are questions an employer may and may not ask.

AREAS EMPLOYERS MAY NOT INQUIRE ABOUT

1. The existence, nature, extent, origin, or prognosis of disability.
2. Present health condition
3. Past attendance record with former employer
4. Physical characteristics such as burns, scars, or missing limbs
5. Current or past use of prescription drugs
6. If the person has had an alcohol or drug problem
7. Past or present workers' compensation history, until applicant accepts offer of employment
8. Past medical history
9. If the applicant will need to leave for treatment of any type
10. If medical condition or disability would affect job performance or attendance

QUESTIONS EMPLOYERS MAY ASK

1. Do you have any reason to believe you would have difficulty performing any of the essential job duties?
2. Do you have any reason to believe you would have difficulty meeting the company work schedule.
3. Would you please explain how you would perform this essential job duty? (When observable disability raises doubts.)
4. Upon stating attendance requirements, employer may ask if applicant will have any trouble meeting them.

DETERMINING IF AND WHEN TO DISCLOSE YOUR DISABILITY TO A POTENTIAL EMPLOYER

TIME OF DISCLOSURE	ADVANTAGES	DISADVANTAGES	ISSUES
1. On a job application.	◆ Honesty/peace of mind. ◆ Easy/lets employer decide if disability is an issue.	◆ Might disqualify you with no opportunity to present yourself and your qualifications and no recourse. ◆ Potential for discrimination.	◆ If you use this technique you may have a harder time finding work, but usually have no disability-related problems when you do.
2. During an interview.	◆ Honesty/peace of mind. ◆ Opportunity to respond briefly and positively--in person--to specific disability issues. ◆ Discrimination less likely face-to-face.	◆ Puts responsibility on you to handle disability issues in a clear, non-threatening way. ◆ Too much emphasis on issue indicates possible problem; you are not being evaluated on your abilities.	◆ How comfortable are you with discussing your disability? Are you too preoccupied with it? These are very difficult questions, but ones that you can prepare to answer.
3. After the interview. (When a job is offered but before you begin work).	◆ Honesty/peace of mind. ◆ If the disability information changes the hiring decision, and you are sure that your disability will not interfere with your ability to perform the job, there may be legal recourse.	◆ Employer might feel you should have told him before hiring decision was made. ◆ Might lead to distrust with employer.	◆ Need to honestly evaluate disability in light of the specific tasks of the job being applied for. ◆ Need to be able to explain how disability will not interfere with ability to perform job. This includes job safety.

TIME OF DISCLOSURE	ADVANTAGES	DISADVANTAGES	ISSUES
4. After you start work.	◆ Opportunity to prove yourself on job before disclosure. ◆ If disclosure affects employment status and the condition does not affect ability to perform job or job safety, you may be protected by the law.	◆ Nervousness or fear of having a disability-related problem on the job. ◆ Possibility of a disability-related problem before coworkers know how to react. ◆ Could change interaction with peers.	◆ The longer you put off disclosing the harder it becomes. ◆ It may be difficult to identify who to tell.
5. After a disability-related problem on the job.	◆ Opportunity to prove yourself on job before disclosure. ◆ If disability affects employment status but does not affect your ability to perform your job, or affect job safety, you may be protected by the law.	◆ Possible employer accusation of falsifying your application. ◆ Possibility that your coworkers will not have known how to react to your disability. ◆ Can perpetuate disability myths and misunderstandings.	◆ Relationships you establish with coworkers may be hurt if they feel you have been untruthful with them. It may be difficult to re-establish trust.
6. Never.	◆ Employer can't respond to your disability unless you have a disability-related problem.	◆ If disability is discovered, you run the risk of being fired. ◆ Nervousness and fear of having a disability-related problem on the job. If you do, you might be hurt by inappropriate first aid. ◆ Can perpetuate disability myths and misunderstandings.	◆ If you haven't had a disability-related problem for a long time (over two years), the issue of disclosure becomes less critical.

If you choose to disclose your disability review these...

TIPS ON EXPLAINING POSSIBLE EMPLOYMENT DISABILITIES

Possible Employment Disability	What Can You Say	When to Say it
Alcoholism/Chemical Dependency	- When it was a problem - What you learned from the problem - How long sobriety - Stress new goals and capabilities	- Possibly in interview, especially if it might come out in work history or reference checks
Depression/Emotional Problems	- When it was a problem - That it is under control - What you have learned to avoid it happening again--coping skills - Stress new goals and capabilities	- Unless this is likely to come out in work history or reference checks you may wish to avoid mentioning a one-time occurrence - If this is an ongoing problem for you, it should be mentioned during interview
Felony Conviction	- When it occurred and possibly why - What happened - What you learned from your mistake - Show regret/remorse - Stress new goals and capabilities	- Possibly in interview, especially if you are asked or if it might come out in work history or reference checks, you are required to answer honestly
Learning Problems	- What learning problems you have - How you have learned to work around these problems - Special efforts you've made to improve skills - Stress goals and capabilities	- In interview especially if it might be obvious or your job might require you to do something that would be difficult for you
Physical Restrictions	- What the physical problem is--educate the employer - What specific limitations are--stress that you would not exceed them - Ways you have learned to adapt physically - Adaptations that could be made on the job to enable you to do the work - Capabilities and goals	- In the interview even if the employer does not bring up the subject--educate and put them at ease with your comfort dealing openly with the issue
Poor Work Record	- Explain why poor record of employment--take responsibility for it - Do not blame others--especially former employers - State what you have learned and why you would stay with their company - Stress your stability and capability	- In the interview as it will be obvious from your work history - Possibly could be briefly brought up in cover letter accompanying job application and/or resume

TALKING ABOUT YOUR DISABILITY IN THE INTERVIEW*

A QUESTION AND ANSWER STUDY GUIDE

* * * *

1. QUESTION: What are the benefits to me of bringing up the subject of my disability in an interview?

ANSWER: The main benefit when it is done correctly is if you are qualified for the job but may need a "reasonable accommodation" to do the essential functions of the job, bringing it up to employers informs them of your need for the accommodation and starts their obligation to consider it.

2. QUESTION: What is a reasonable accommodation?

ANSWER: Basically it is some change in the job or the interview/evaluation process that takes into consideration your disability job-related limitations and enables you to still do the job or be properly and fairly evaluated.

In the interview these accommodations could be providing a sign language interpreter for someone who was deaf or hearing impaired and needed that assistance. It could be giving more time for someone to complete a test if they have a learning disability, or assisting someone to fill out an application if they have cerebral palsy and cannot fill it out on their own.

On the job, an accommodation could be many things. Changing the work schedule for someone who needs medical treatments, buying or changing equipment such as a blinking telephone or TDD for someone who is deaf or hearing

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impaired, changing the way that work is traditionally done as long as it still gets done. You should study what the ADA says about reasonable accommodation. One important thing to remember is that an employer may be obligated to provide an accommodation only if it is not an undue hardship on the business to do so, and reducing performance standards below that of other employees is not a reasonable accommodation. If an accommodation will not allow you to perform the essential functions of a job, then you are not qualified for the position.

3. QUESTION: How do I know if I need a reasonable accommodation?

ANSWER: In order to know if you need a reasonable accommodation, you need to consider two things:

One: What are the essential duties of the job I am applying for?

Two: Does my disability interfere with my ability to satisfactorily perform these functions.

Your job counselor or placement professional should be able to tell you what are the essential functions of the job he or she is referring you to. Essential functions are the duties that are important and fundamental to the job, not the ones that are incidental or not important.

If the person you are working with does not know what the essential functions of the job are, then the employer may be able to tell you.

"What are the essential functions of the job?" can be a very good question to ask an employer in an interview. You may have to decide in the interview whether an accommodation is needed and whether to bring it up.

If you do not know what the employer considers the essential functions of the job to be, you and your counselor can "speculate" based on general knowledge of the field or vocation. In this way you will be better prepared. But keep in mind that each employer may do the job differently and these functions can change from employer to employer, even from department to department with the same employer.

Once you have identified these essential functions, the question becomes, "Can I do the essential functions of the job with or without a reasonable accommodation?"

Working with the placement organization, you should be able to determine if there are any functions that you need an accommodation to do. If you can at this point, it would be valuable to consider exactly what accommodations you would need.

Applicants who inform employers that they need a reasonable accommodation to do the functions of the job, do themselves a favor. But applicants who can suggest what accommodations they need, do both themselves and the employer a favor.

4. QUESTION: What if I cannot do one of the "marginal" functions of the job?

ANSWER: If you cannot do a marginal function because of your disability, then the employer has the option of accommodating you to do it, or "forgiving" you the function (not requiring you to do it). The employer may not consider your inability to perform the marginal function in the hiring decision.

However if your inability to perform the marginal function has nothing to do with your disability, then the employer can consider it as part of your qualifications and evaluate your inability to do it with the same weight that he or she would use with any other applicant.

Example: If being able to drive a car was a marginal function of a job and an applicant could not drive because he or she had epilepsy, then the employer could not consider it against the applicant. If the applicant could not drive simply because he or she never learned to drive, then the employer could consider it as a concern for evaluation in the hiring decision.

It is therefore important that when you cannot do a marginal function of a job because of your disability and your inability to do that function comes up in the interview, you should make clear that the inability is disability related, so the employer will not hold it against you in the employment decision.

5. QUESTION: What if I feel that the employer does not have a right to know about my disability?

ANSWER: An employer is prohibited from making disability or medical inquiries or examinations of an applicant in an interview. They may not ask about current or past medical conditions, and unless a job is offered, the employer may not have an applicant submit to a medical examination unless all applicants for that job who received a conditional job offer are required to have the medical examination.

You should keep in mind that there is a difference between your "disability" and your disability job-related limitations. Information about your disability includes: its definition, how you acquired it, how it affects your life, its prognoses, any medical treatments, etc. Employers generally have neither the right nor need to know these things.

Disability job-related limitations and your need for accommodation is another issue. If you request a reasonable accommodation or if the employer cannot evaluate how you can perform the functions of the job with your disability, then that information might be needed by the employer to properly evaluate and accommodate you.

The information the employer would need here should be limited to what is called the job-related "manifestation of the disability;" simply put, how it affects your ability to do the job. You can discuss this aspect of your disability with the employer without revealing the more personal aspects of your condition.

Example: The employer might have the need to know how the applicant who uses a wheelchair was going to perform some of the job functions while using the wheelchair and whether the applicant needed a reasonable accommodation to perform those functions. At the same time the employer might not have a need to know why the applicant was in a wheelchair, the nature of the injury or illness, the medical prognoses of the condition and how the disability affected the applicant off the job.

If you feel uncomfortable about an employer knowing anything about your disability, it is your right not to discuss or disclose it. But remember that the employer only has the obligation to accommodate known disabilities.

Refusing to assist the employer with information about your abilities, limitations and need for accommodation only hinders the employer's ability to successfully evaluate and accommodate you.

Ultimately the decision is yours, but the question is, "Are you doing everything you can do to maximize your employment potential and help the employer to hire you?"

6. QUESTION: When does the issue of my disability come up in an interview?

ANSWER: While the employer does not have the right to make general medical inquiries of applicants, employers do have the right to ask an applicant if they can perform the functions of the job they are applying for.

If an employer asks you if you can perform a function that your disability does not permit you to perform, you can answer that you are unable to perform that function; and thus the employer may ask "Why?" and the issue of your disability will be raised.

Example: The employer asks you if you can lift a 50-pound box from the floor to the table repeatedly and you say no; the employer asks why and you reply "back surgery"; the issue of your disability has been raised within the context of a proper interview.

If you can perform a function but need an accommodation to do so, the need for the accommodation raises the issue.

Example: If an employer asks if you can proof documents with or without a reasonable accommodation and you reply "yes but I will need a magnifier to see the small print," the issue of your disability has been raised.

If there is something in your background or employment history which is only explained by your disability, when the employer questions that aspect of your history, the disability issue is raised.

Example: An employer questions an applicant about why the worker left his or her last job and now wants to change fields. The applicant replies that he or she

was injured on the job and can no longer do that kind of work. Thus, the issue of the disability is brought up.

When the disability is obvious to the employer and causes reasonable concern about the applicant's ability to perform the essential functions of the job, the employer may question the applicant about his or her abilities. Note: the ADA allows the employer to do this as long as the inquiries are strictly job related.

Example: An applicant comes in who has an arm amputated. The employer does not see how the applicant can deliver heavy or awkward loads on the delivery route. So the employer asks the applicant to explain or demonstrate how he or she would do the function.

The problem is that many employers do not understand the ADA and are afraid to pursue even valid questioning without support and encouragement from the applicant with the disability. Some employers know the law but are afraid of offending or insulting the person with the disability. This creates a problem for both the applicant and the employer. Applicants who help the employer to solve this problem are more likely to be hired than the ones who do not.

7. QUESTION: How do I know whether to bring it up or not?

ANSWER: The ADA does not require, restrict or recommend to applicants with disabilities when, if, or how to bring their disability up to an employer.

The following opinions are based on extensive experience in developing jobs for persons with disabilities.

A. If the disability will require the employer to provide a reasonable accommodation, the applicant should bring it up, explaining the nature of the accommodation needed and how it will enable the person's ability to perform.

   Example: An applicant who is blind requires a "talking" computer to do required word processing. The applicant informs the employer of the need for accommodation, the nature of the required equipment and details of his or her past performance using such equipment.

B. If the disability will not require an accommodation but is obvious (visible) and the average employer would have reasonable concerns or doubts as to how someone with the disability would perform the job functions, the applicant should bring it up, explaining how the functions in question will be performed.

   Example: An applicant has three fingers amputated from his or her dominant hand. The applicant needs to be able to type and take written messages. He or she has learned to both write and type without any accommodations, but since the employer will notice and probably be concerned, the applicant brings it up explaining or demonstrating how he or she can perform those functions.

C. If the disability is not obvious and will not impact on the job's performance, then the applicant should not bring it up, as it has no bearing on the job at all!

Example: An applicant has been treated for depression. He or she is currently successfully on medication that controls the depression and does not affect job safety or performance. There is no reason to bring it up.

8. QUESTION: How do I bring it up?

ANSWER: It is important to keep the importance of the disability within the context of the interview and job. In other words, do not make a bigger deal out of it than it really is. The main focus of any interview is who you are, what you can do and why the employer should hire you. The issue of disability and need for accommodation does not change that in any way.

First present your qualifications for the job. Focus on your ability to do the essential functions of the position. Next bring up the functions that you will need a reasonable accommodation to do; do not focus only on the "need" for the accommodation but stress the resulting productivity and effectiveness of the accommodation to allow you to perform the function.

Do not concentrate on your limitations but stress your ability. Would it be better for a person with a back injury to describe themselves as someone who cannot stand for more than an hour or someone who can stand for up to an hour? They both describe the same condition but the latter one is much more positive because it describes what the person can do, not what the person cannot do.

Be ready for the subject to come up within the interviewer's questions about qualifications and abilities, and respond with your explanation. If the subject does not come up, then you should bring it up near the end of the interview. Remember, remain positive.

9. QUESTION: What if I want my counselor or job developer to bring it up for me?

ANSWER: Then ask them to. But before you do, remember that it is generally more effective if you bring it up yourself. It sends the employer a message that if you are hired and problems arise, you will be an active and effective partner in helping to solve them.

If you do not feel able to deal with the details of the reasonable accommodations you need, or simply do not wish to talk in detail about it, then you might bring up the subject and advise the employer that your counselor or placement professional is available to answer any questions and provide the employer assistance.

Whatever you decide should be done with the advisement and cooperation of the placement or job placement agency you are working with.

10. QUESTION: What does my job counselor need to know?

ANSWER: Interesting enough, job counselors need to know what the employer needs to know. Your abilities and qualifications, your job-related limitations and potential needs for accommodation. They will be using basically the same standard for referring you to an interview that an employer uses in considering you for the job.

With your help they can be of great assistance to you. Helping to identify the functions of the job you want, helping you identify any reasonable accommodations you might need and "coaching" you to present yourself and your abilities in the best possible light.

As a person with a disability, the ADA represents a big change and a new world for you. It also is a big change and a new world for employers and placement organizations. The best thing you can do for both your placement counselor and yourself is to be honest about your vocational goals and do not be afraid to dream and share your dreams with others and pursue them for yourself.

The ADA may unlock doors to opportunities for you that have been locked in the past, but it is still your responsibility to knock on them, open them and walk through. The most important factor in your job search success is yourself. It is hoped that this guide will help make your search an informed and effective one. Good luck and good hunting.

If you decide to discuss an issue with an employer, remember not to dwell on limitations. Instead, focus on your capabilities and accomplishments. If your disability is physical, such as a missing arm or leg, talking openly and comfortably about it can help to put the employer at ease. Most employers will probably not ask you questions about your disability openly, but they will usually wonder about it privately. You should respond to these concerns even if questions are not asked. Talking about a disability can educate an employer about the facts involved--and avoid leaving them with mistaken or false impressions or ideas. Employers report that they respect applicants who are honest during the interview and tend to see these applicants as trustworthy in later situations.

When discussing your disability with an employer it is critical for you to consider whether or not you will require reasonable accommodation(s) to complete the essential functions of the position for which you are applying. If you will be able to complete all the essential functions without accommodation it is important that you tell the employer directly. If you will require reasonable accommodations you should also state this openly and be prepared to suggest possible options that will allow you to do the job safely and productively.

Whenever you talk about a disability or problem, keep it brief. Briefly state the problem and what you have learned from it, say what can specifically be done to lessen or prevent future problems, and STRESS YOUR CAPABILITIES. Remember, if you honestly believe you can do the job, you will probably be able to convince the employer to give you a chance.

UNIT 6

GETTING A JOB AND KEEPING IT

PROBLEM SOLVING

Whenever we make a change in our lives, we can run into problems. It is important to think about these things ahead of time and come up with some ways to solve these possible problems before they happen.

Let's look at some problem possibilities and think about ways to handle them. Be as honest as you can.

Need Area	Check if Possible Problem	Possible Solutions
Transportation - Going Places I don't have a driver's license		
I don't have a car in good condition		
I depend on buses or taxis for transportation and there aren't any where I might be working		
I don't have enough gas money to do a job search		
I am afraid of going to new places		
Housing I have no place to live where I might be working		
I have no way of paying for moving and housing costs if I must move		
I don't have the shopping, cooking and cleaning skills to live alone		
I don't want to move from my present home		
I would like to move if I get a job, but members of my family are against it		
Friends and Free Time I worry that I might be too far from family and friends		
I don't like to be alone		
I am shy and uncomfortable around new people		

Need Area	Check if Possible Problem	Possible Solutions
I don't know how to spend my free time--I get bored or lonely		
Clothing and Appearance I don't have the appropriate clothing for job seeking or working		
I don't know what is appropriate to wear for job seeking		
I don't like my appearance		
Health and Medical Care I'm not sure my health is good enough to live away from family		
I wouldn't know what to do in an emergency		
I worry about finding and paying for doctors and dentists		
I don't know how to plan for healthy eating		
Managing Money I don't have the money to begin a new job or move to a new home		
I have trouble keeping track of the money I spend		
I have trouble paying my bills on time		
I don't use a budget to plan my spending		
I worry about money alot		
Keeping a Job I often oversleep or am late getting places		
I have a hard time getting along with certain types of people		
I get bored easily		
I get angry easily		
I don't like it when people tell me I'm not doing my work right		

Need Area	Check if Possible Problem	Possible Solutions
Other Areas I need help getting along with my family or marriage partner		
I need help with legal problems		
I need day-care for my child		

For future reference...

HELP RESOURCE LIST

Ask your instructor to help you fill in the following chart.

Resource	Address	Contact Person	Phone Number
Job Service Provide help finding a job			
County Human Services Provide emergency help with food, clothing, housing			
Division of Vocational Rehabilitation Provide help to persons with disabilities			
Legal Assistance Help when you need legal advice			
Tax Assistance Program Help with your tax forms			
Other Job Assistance Programs 1) 2) 3)			
Doctor Call when sick			
Hospital Call in medical emergency			
Dentist Routine care and problems with teeth			

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THINKING ABOUT YOUR BUDGET

Sometimes we can be surprised by the cost of finding or starting a new job. Awareness of some of the hidden costs may enable you to better plan for the future. Check (✓) each item that applies to you and fill in the dollar ($) amount.

HOUSING:

Where will you live?

What moving costs will there be?	(✓)		Cost
	_____	rent a truck	$_____
	_____	phone hook up	$_____
	_____	damage deposit on apartment	$_____
		Total Moving Costs	$_____

Do you have:

_____ furniture	_____ kitchen dishes,	+	
_____ bedding	pots and pans		
_____ towels			
	If not, what will this cost		$_____
	= TOTAL		$_____ (one time cost)

PRESENT COSTS:

What monthly bills do you presently have? (✓)

_____	car or transportation costs		$_____ per month
_____	insurance payments		$_____ per month
_____	(car) loan payments		$_____ per month
_____	child care payments	+	$_____ per month
_____	doctor or hospital bills		$_____ per month
_____	credit card payments		$_____ per month
	= TOTAL		$_____ (present monthly cost)

FUTURE COSTS:

What monthly bills will you have? (✓)

_____	rent or housing cost		$_____ per month
_____	food		$_____ per month
_____	water		$_____ per month
_____	heat	+	$_____ per month
_____	electricity		$_____ per month
_____	laundry		$_____ per month
_____	clothing		$_____ per month
_____	recreation/fun		$_____ per month
_____	car maintenance & insurance		$_____ per month
	= TOTAL		$_____ (future monthly cost)

Add together present and monthly cost totals = $_____

What will your monthly income be after deductions? $_____

Will you have enough money to make it?

MAKING RESPONSIBLE EMPLOYMENT DECISIONS

There are three important elements involved in making responsible employment decisions. They are:

1. Know all the facts about the job duties and requirements--is this a job you really like?
2. Let the employer know your decision within a reasonable amount of time--as soon as you can.
3. Tell the employer your decision in a courteous and positive way.

When you are deciding about whether or not to take a job that is offered, find out and think about:

* the duties and responsibilities of the job--can you realistically do the job
* if there is room to move up to more responsible jobs in the future
* what the wages and benefits are
* where the job is located and whether you would have to move to another community
* what you would be required to wear on the job--uniforms, dress or work clothes
* if there is physical work involved and how much
* whether this is a job you would really like
* if the job appears to be stable and long-term

Remember, you may need to take a job just to get started in your career, to get experience, or to make money to survive. Most of us don't stay with one job for the rest of our lives.

FACTS ABOUT MY JOB OFFER

Be sure you know this information before you accept the job offer.

Company Name: _____

Job Title: _____

Main Duties of the Job: _____

_____

_____

Salary: $_____/hour = $_____/month

Benefits: _____

(✓)

Work Hours: _____ full-time _____

part-time _____

Work Days: _____ overtime _____

Job Location: _____

Dress Code: _____

Physical Work Involved: _____

Job Future (long-term, advancement opportunities): _____

_____

Would I like this work? _____

(✓)

Will I accept the job? _____ yes _____ no

LET THE EMPLOYER KNOW YOUR DECISION AS SOON AS YOU CAN

When you are deciding whether or not to accept a job offer keep in mind that the employer who offered you the job and other candidates for the job are waiting for your response. If you turn the job down, it will undoubtedly be offered to someone else. If you accept the job, you will impress the employer by responding within a reasonable amount of time. When you are deciding whether or not to accept a job offer, you usually have three choices:

(1) ACCEPT THE OFFER RIGHT AWAY

Think about and make your decision shortly after you interview--possibly even before the job is offered to you. That way you can respond right away if the job is offered and you will appear very motivated and eager to work.

(2) TURN DOWN THE JOB OFFER

You may decide that the job would definitely not be a good one for you. If so, let the employer know your decision as soon as possible. Remember, there is probably someone else who would like the job and is waiting to hear from the employer. Also, be sure to politely thank the employer for the interview as well as the offer. Leave a good impression as you never know when and where you might meet again in the future. You might even want to apply with this same company later.

(3) ASK FOR MORE TIME TO MAKE YOUR DECISION

Ask for more time only if you are sincerely interested in the job. Be sure to let the employer know that you are very interested, but need a little more time to decide. Never ask for more than a day or two to make the decision. Be very careful not to come across as too demanding or not interested in the job as this may damage the relationship between you and the employer.

If you are offered a job during the interview, it is probably wise to ask for a little more time to think about the offer. The employer and you should decide together upon a time for you to let them know your final decision. Be sure to respond by that agreed upon time.

BE COURTEOUS AND POSITIVE

Remember, always thank the employer for a job offer and leave a good impression--no matter what you decide to do.

JOB KEEPING SKILLS

If you have work habits such as these, you will have no trouble keeping your job!

1. BE FLEXIBLE. Employers' needs can change often. If you are willing to do the work that your employer needs you to do, you will be well liked and a lot happier, too.
2. BE RELIABLE. Do what you say you will do. This means getting to work on time and doing the job that you said you would.
3. GO TO WORK EVERY DAY. No employer will put up with a worker who comes to work only when and if they feel like it. If you are really sick, be sure to telephone your boss as soon as possible.
4. BE COOPERATIVE WITH OTHERS. You must be able to work well with other people--this includes both co-workers and supervisors.
5. WORK ON YOUR OWN. Once you have been trained in, learn to work without needing to be told what to do next. If you have finished your work and are not sure what to do next--ask your supervisor.
6. KEEP A GOOD ATTITUDE. Accept your share of work without complaining or slowing down. If someone tells you that you can do your job better--try to learn from what they say. A smile and friendly attitude will work wonders for you and for those working around you.
7. BE HONEST. Do not steal materials or time from the employer. The worker who comes in late, leaves early, or works too slowly on purpose, is a time stealer because they get paid for work not done.
8. WORK WHILE ON THE JOB. Too much talk or play on the job will get you in trouble. Personal phone calls should be made or received only when absolutely necessary. Also, leave personal problems and time for romantic relationships at home.
9. OBEY WORK RULES. Follow the rules concerning work hours, safety laws, dress code, and any others the employer has. Breaking these rules could cost you your job.
10. FOLLOW COMPANY CUSTOMS. These are the rules of the company that may not be written in any employee handbook, but everyone follows them anyway. Such customs might include dressing the way other workers do, or coming to work 15 minutes early each day. Not following these unwritten rules may mean you may never "fit in" at work.

COMPANY RULES AND FITTING IN

Once you have accepted a job offer, it is important to find out about company rules. If possible, do this before your first day on the job, so that you don't make mistakes and get off to a bad start without knowing it.

Company rules are usually about:

* work schedule--when you start, take breaks, have lunch, and leave for the day
* what is acceptable to wear on the job
* safety rules and regulations
* rules for taking and reporting sick leave and vacations
* specific rules and procedures on how to do your job
* guidelines on how to work with other people including co-workers, supervisors and customers or clients
* specific grooming and cleanliness issues

Can you think of any company or school rules which you have worked under? Did they seem fair?

GUARANTEED WAYS TO MAKE A GOOD IMPRESSION ON THE JOB

* Be on time to work each day--15 minutes early is even better--it shows you are eager to work.

* Leave for break and lunch on time and return on time--it shows you are dependable.

* Leave a little bit late at the end of the day--it shows you are hardworking.

* Listen carefully, follow directions, and ask questions when you need help--it shows you care about your work.

* Work carefully and take pride in doing the best you can--it shows you would be a good person to promote to even better jobs.

* Accept constructive criticism or suggestions well--try to learn from it instead of getting upset.

* Be friendly and considerate of others--stay away from other workers who are not.

* Finally, if you decide to quit your job, be sure to give at least two weeks notice--it shows you are responsible.

*** Getting along with others will help you on this job as well as help you get future jobs.

"FITTING IN" ON THE JOB

1. Being the new person on the job is not always easy. Many people watch you to see what kind of worker you are and to find out what kind of person you are. The "new person" often gets the work that no one else wants. Sometimes it takes a while to be accepted by other workers, and you may feel lonely. Until you know who to trust, watch what you say. It's not always easy to be new on the job, but before you know it there will be some other "new person," and you will be one of the old gang.
   What experiences have you had being the "new person"--how did you feel?

2. To "fit in" on the job you must look and act in a way similar to other responsible workers. This means your dress and grooming should be appropriate--work is not the place to try out the latest fads in clothing or hairstyle. Keep it conservative in most cases.
   How can you know the right way to dress for a new job?

3. Work is no place for drinking alcohol, or using drugs, or for romantic relationships. Your time on the job should be spent working--not spent on other matters that would get in the way of your doing the job well or make other workers uncomfortable. It is also no place to dwell on your personal life or personal problems.
   Have you ever felt uncomfortable working with others who were involved in personal matters on the job?

Fitting in (continued)

4. While you are learning your job, stay in touch with your supervisor. Do what your supervisor tells you to--not what other workers say. Ask questions when you need to, but don't become a "pest" bothering the supervisor when it is not necessary. Be sure to let your supervisor know when you have finished your work so that you can be given new assignments. This will make you appear hardworking and motivated. Also, let the supervisor know ahead of time if you will miss work or be late--and try not to let this happen at all if possible!

   Have you ever been unsure of what your supervisor expected or wanted you to do? How did you handle it?

DOING THE JOB RIGHT - AN EMPLOYER'S EXPECTATIONS

An employer expects at least four things from workers:

1. QUALITY - This means work that is good or accurate enough to represent the company. If you are a typist, it means typed work with no mistakes. If you are a janitor, it means very clean work areas. For a sales clerk, it means good customer service and accurate charges for the goods purchased.

   What quality would an employer expect in the three jobs you have chosen to look for?

2. PRODUCTIVITY - This means working fast enough. In other words, working at the rate an employer feels is reasonable to ask of the workers. If you are a typist, it might mean typing at a speed of 50 words per minute. If you are a janitor, it might mean cleaning ten rooms in one day. A sales clerk might be expected to sell $200.00 worth of goods each day.

   What kind of work speed might be reasonable for the employer to expect in the three jobs you have chosen to look for?

3. RELIABILITY - This means that when you say you will do something, you do it. When you say you will be somewhere at a certain time, you are. A typist might promise to finish typing a report by noon. A janitor might agree to have a banquet room set up by four o'clock. A sales clerk might promise to "hold" or put aside a specific item for a customer.

   Being to work on time and every day are also considered to be items of reliability. This is one of the most important concerns to an employer.

   Have you ever worked with anyone on the job who was not reliable? What effect did that have on you?

4. HONESTY - This means not stealing from the work place. It also means telling the truth when you apply for a job as well as on the job. Finally, doing something other than your job during work time is considered to be dishonest--in a sense, you are stealing the employer's time. Typing personal letters at work instead of doing the assigned work would be dishonest. Reading or sitting around on the job instead of doing the work would also be considered dishonest. Of course, taking anything that is not yours from work is not only dishonest, but illegal and you could find yourself in real trouble--not only with the employer, but with the law!

   Have you ever worked with someone on the job who was doing things that you believed were not honest? What did you do?

WORKING WITH OTHERS AND GETTING ALONG

The way you get along with the people you work with will probably be the most important part of "fitting in." When you meet your co-workers, be friendly and courteous. Ask them for help when you feel you need it. Since they were new on the job once too, they will probably be glad to give you a hand. Because they also have jobs to do, be careful not to bother them too much.

Be seen as thoughtful, hardworking, and cooperative. Be sure you don't give a bad impression by appearing to be a gossip, know-it-all, loner or complainer.

Remember, it is very important to get along with your co-workers as well as your supervisors. Leave a good impression.

Unfortunately, it is not always easy to get along with everyone. Sometimes there can be "personality problems" and it seems to be nearly impossible to get around the problems that result. This can happen with both co-workers and supervisors and could result in your being fired from the job if a way to solve the problems is not found. Has this ever happened to you? What did you do?

Common reasons for people not getting along

* differences of opinion on specific issues
* different goals and values in life with little respect for other ideas
* confusion or misunderstanding of what was said, done or meant by another person
* a sense that one person is treating another unfairly
* not trusting another person to be dependable and honest
* believing that the other person does not have the ability to do a good job
* feeling guilty or insecure about your own abilities or the job you are doing.

PROBLEM SOLVING ON THE JOB

What can you do if you are having problems getting along with others at work?

TRY THESE:

1. Think about the problem(s) and try to see your part in the responsibility for the problem.

2. Try to look at the situation from the other person's "point of view"--how might you feel if you were that person?

3. Think about the changes that you would be willing to make in order to solve the problem.

4. Talk with the other person about your concerns and desire to solve the problem if possible. Do not "blame" the other person, but try to talk about your part.

5. If necessary, talk with your supervisor about your concerns without blaming the supervisor or another person. Seek help from the supervisor in solving the problem.

6. Show your willingness to make some positive changes on your part and demonstrate a good attitude.

SOME OF THE MOST COMMON PROBLEMS EMPLOYERS HAVE WITH WORKERS

Absent from work	Late to work
Problems with supervisors	Not getting along with co-workers
Not skilled enough to do job	Stealing or cheating
Problems with the law	Unreliable transportation
Poor appearance and grooming	Lack of confidence
Working in a group	Leaving the work area
Lack of training	Not having necessary tools
Using alcohol or drugs	Low quality work
Personal problems	Not motivated
Angry or hostile personality	Not self-starting

Common Reasons Employers Give for Firing Workers

Number 1: Being late for work

Number 2: Not showing up for work

Number 3: Not listening to or respecting employer/supervisor

Number 4: Not getting along with co-workers

A recent survey showed that 10% of college graduates are either fired or "strongly encouraged to resign" within the first year they enter the work force. The most common reasons listed were:

* "failure to fit in"
* misunderstanding of the applicant's qualifications
* "bad chemistry with the boss"
* office politics

CAREER PATHS

Finally, after you have learned your job well and have worked satisfactorily for some time on the job, you may want to keep your eyes and ears open for chances to grow with the company. This may mean learning new skills and even advancing to a more responsible job. This could involve better wages, better working conditions, and even power and recognition.

Following are some common path careers often taken as people advance on their jobs.

Dishwasher ------> Kitchen Helper ------> Salad Maker ------> Cook's Helper------> Assistant Cook -------> Cook

File Clerk -------> Receptionist -------> Clerk Typist -------> Secretary ------> Administrative Assistant -------> Office Manager

Stock Clerk ------> Sales Clerk -------> Assistant Department Manager -------> Department Manager ------> Assistant Buyer -------> Buyer

It helps to have some ideas about your future goals or plans. Job advancement happens by a change in jobs. Sometimes this means you must also change employers. Sometimes it means more training or education to keep advancing in your chosen work. Be aware of this and try to get all the information you need to make your decisions.

Can you think of any job advancement opportunities that might be available for your three chosen job goals?

Fill in the blanks to your possible career paths:

Your Job Goal #1: [ ] -----> _____

-----> _____ -----> _____ -----> _____

Your Job Goal #2: [ ] -----> _____

-----> _____ -----> _____ -----> _____

Your Job Goal #3: [ ] -----> _____

-----> _____ -----> _____ -----> _____

UNIT 7

WHERE DO I GO FROM HERE--WHAT NEXT?

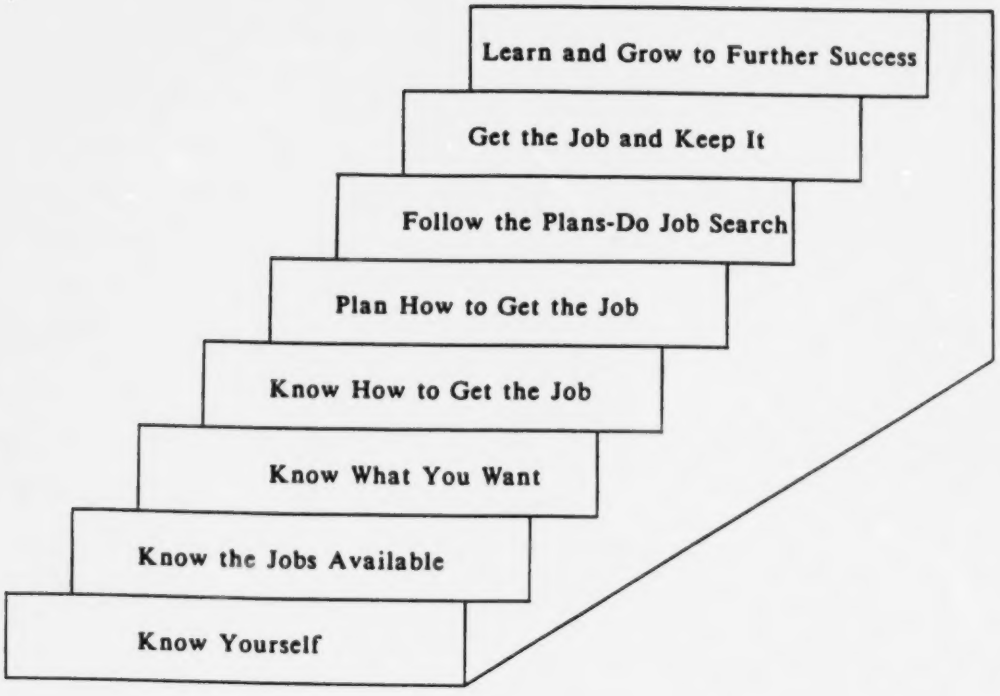
REVIEW - ON THE ROAD TO SUCCESS

Congratulations! You have made it through the Job Seeking Skills Course and should now be ready to go out, find, get, and keep the job you want. You will find that your own job seeking skills will improve with each experience--practice makes perfect.

You will probably make mistakes--all of us do. Some days will be better than others. Don't let the bad days get you down. Remember, there will be another good experience around the corner if you keep trying and you will be learning from each new experience.

There is a lot to remember when you are looking for a job. If you find yourself running into problems, go back, and look at some of the suggestions in this manual. Talk with your instructor, with friends, or family about things that are happening to you--you may get some good advice.

Best of luck to you! A good job is worth all of the time and effort you put into getting it.


Learn and Grow to Further Success
Get the Job and Keep It
Follow the Plans-Do Job Search
Plan How to Get the Job
Know How to Get the Job
Know What You Want
Know the Jobs Available
Know Yourself

EIGHT STEPS TO SUCCESS

1. Know my interests, values, skills and abilities.
2. Know what jobs are available to me.
3. Set job goals--both short-range and long-range.
4. Know how to get the job I want now.
5. Develop plans and strategies to get the job I want.
6. Follow the plans--do the job search.
7. Get the job and keep it!
8. Learn and grow to further success!

REVIEW: STEPS INVOLVED IN LOOKING FOR A JOB ON MY OWN

STEP 1: Know your interests, values, skills and abilities.

STEP 2: Select three jobs which you would like to have now--short-term goals. Also, if you can, set some long-term goals--what do you want to be doing five years from now; ten years from now?

STEP 3: Develop a resume to present you to employers--your special skills and abilities on paper.

STEP 4: Plan your job search--who you will contact, when, where and for what jobs.

STEP 5: Plan and prepare what you will wear for your job search.

STEP 6: Apply for jobs--in person, by telephone, and by mail. Be sure to follow up or contact again employers you have not talked with in several weeks.

STEP 7: Interview--be prepared to present yourself positively and confidently.

STEP 8: Rejections--happen to most people--reward yourself for your effort and hard work and get back to your job hunt.

STEP 9: JOB OFFER--it will happen! Consider carefully and accept or decline courteously and as soon as possible. If you decline, go back to Step 6.

STEP 10: Practice good and responsible job behaviors and job keeping skills.

Finally, after you have learned all there is to learn in the job you were hired for, you may want to keep your eyes open for chances to grow with the company--learn new skills and maybe even advance to a better position. You may also want to leave the company and go on to another. Be aware of such opportunities and good luck! But don't offend the employer by looking for a change while you are still brand new on the job.

SELF-ASSESSMENT

Am I Ready For My Independent Job Search?

Check (✓) each step as you feel ready.

STEPS	YES	NO
1. I have identified and am aware of my interests, values, skills and abilities	____	____
2. I have selected three jobs which I would like to have now and am qualified for	____	____
3. I have a resume which presents my skills and abilities well	____	____
4. I have a job search plan developed which tells me where to look for work	____	____
5. I have the appropriate clothes for my job search and interviewing	____	____
6. I am ready to apply for work in person, by mail and by telephone	____	____
7. I am prepared to answer interview questions in an appropriate and positive way	____	____
8. I am aware that rejections happen and I believe that will not keep me from getting back out there and trying again	____	____
9. I am aware of the things to consider before accepting or turning down a job offer in a timely and courteous manner	____	____
10. I am aware of job behaviors which are appropriate and will help me keep my job	____	____

If you feel unprepared in any of these areas, talk with your instructor so you can get the help you need.

DON'T QUIT

When things go wrong
as they sometimes will,

When the road you're
trudging seems all uphill,

When the funds are low,
and the debts are high,

And you want to smile,
but you have to sigh,

When care is pressing
you down a bit--

Rest if you must
but don't you quit.

Success is failure
turned inside out,

The silver tint of
the clouds of doubt,

And you can never tell
how close you are,

It may be near when
it seems afar,

So stick to the fight
when you're hardest hit--

It's when things go wrong
that you mustn't quit.

-Anonymous

GLOSSARY

JOB APPLICATION FORMS DICTIONARY

Ability-natural or learned skill
Accomplishment-something worthwhile you have done of which you are proud
Activities-organized recreation or interest groups of which you are a part
Ad-advertisement
Add.-additional
Affiliate-closely connected company
Affirmative Action Employer-employer following a plan to hire minorities and the handicapped
Agency-private employment agency
Alien-a person who is not a citizen of the United States
Applicant-person applying for a job
Application form-*see* Job application form
Apply-ask for employment
Available-ready to start working
Ave.-average

Background-your experience, knowledge, and education
Bankruptcy-legal action taken when a person or business cannot pay their bills
Base pay or salary-money earned before overtime, commissions, bonuses, etc.
Benefits-these are "extras" that can come with your job in addition to your salary. They may be worth an additional one-fourth to one-third of your salary each year. Benefits may include paid sick leave, paid vacations, paid holidays, health insurance, life insurance, retirement, disability insurance, and profit sharing
Bonafide-real
Bond-insurance that pays an employer if an employee steals
Bus.-business

Certificate-a paper saying that you have met certain requirements and have the right to practice a trade, profession, etc.
Chauffeur's license-license needed to drive certain cars, trucks, and buses for a living
Citizen-a person born in the United States or of an American parent, or someone who has met the legal requirements and become a citizen
Class rank, standing-your numbered position in your graduating school class according to your grades
Compensation-money payment
Corporation-company

Deductions-money taken out of your check for taxes, benefits, savings plans, and/or union dues
Degree-college degree
Dependable-can be trusted to do what he or she is supposed to do
Dept.-department
Diploma-a paper recording graduation from a school
Disability Payment-payment made from a government insurance fund for illness or injury
Disabilities-conditions that make a person unable to perform normally; being unable to walk is a physical disability, for example
Discharged-released; fired
Disposition-what happened; in a criminal case, what the sentence was
Duties-what you are required to do as part of a job
Dy.-day

Emergency-a great immediate need
Employ-to give a job that pays wages or a salary
Employee-person who works for wages or a salary
Employer-person or organization that employs people
Employment-work; a job
Equal Opportunity Employer-employer that can prove it does not discriminate in hiring
Equivalency diploma-high school diploma issued to a person who proves through a test that he or she has enough knowledge to graduate without completing required class time
Etc.-and so on
Extracurricular-activities and events that take place in a school outside the classroom

F-female
Felony-any crime, usually serious, that is called a felony under federal or state law
Fidelity bond-*see* Bond
Full-time-a regular work day

G.E.D.-high school equivalency diploma
GPA-grade point average
Grade average-the alphabetical or numerical grade you get when you average out all of your grades in a school
Grade point average-the numerical grade you get when you average out all of your grade points in a school, usually on a scale of 1 to 4
Gross Pay-the money you make before taxes and any benefits are taken out

H-handicapped

Handicapped-person with a physical or mental condition that makes them unable to perform normally, such as the blind, deaf, etc.
Hire-to give a job to; employ
honors-prizes, awards, offices, and other recognitions of worth
Hr., hrs.-hour, hours
Hrly-hourly

Impairments-less than perfect condition mentally or physically
Insurance-a plan that protects you against loss of money
Interview-a meeting about a job between a job applicant and an employer
Involuntarily-not willingly

Job application form-the background information form a job applicant fills out for an employer when applying for a job

Leisure-time away from duties
License-a government permit to work in a profession or trade or to operate certain machinery
Lie detector-a machine that is supposed to give indication of whether a person using it is telling the truth or lying
Location-place

M/F, M-F-male and female
M-male
Maiden name-a woman's family name before she marries
Major-subject specialized in for a college degree
Marital status-whether a person is single, married, divorced, separated, or a widow (woman) or widower (man)
M.I.-middle initial
Mid.-midnight
Min.-minute; minimum
Minimum-lowest
Mnly-monthly
Mo., mos.-month, months

National origin-country in which a person was born
Net pay-the money you "take home" after taxes and any benefits are taken out
No.-number

Occupation-type of work; profession
Off.-office
Offense-crime
Overtime-hours worked over the agreed daily or weekly schedule

Part-time-part of a regular work day or week
Pay-*see* Salary
per-for each
Permanent-with no definite date to stop
Personnel department-that part of an organization concerned with the employees, usually including the hiring of new employees
Ph.-telephone; telephone number
Phone-telephone; telephone number
Position-job
Preferred-chosen before others
Previous-that which took place earlier
Proficiency-skill

Qualifications-the things that make an employer want to hire you--skills, education, experience, etc.
Qualified-person with the qualifications to perform a job

Rate of pay-wages for one hour's work
References-people an employer can ask about your character and ability
Relationship-how people know each other or are related
Relocate-make a permanent move from one place to another
Resign-to leave an employer; quit
Responsibilities-duties

Salary-an amount of money paid regularly for work performed
Seasonal-during certain seasons, such as summer, Christmas, or harvest seasons
Shift-a scheduled period of work in places where there is more than one work period a day
Skill-something a person has learned to do well
Social Security number-the number on a person's Social Security Card; needed for most jobs before a person can be hired.
Soc. Sec. No.-Social Security number
Spouse-a husband or wife
Subsidiary-a company that is owned by another company
Supervisor-person responsible for seeing that others do their jobs
Swing shift-a work shift that comes between two other shifts, usually in the late afternoon and evening

Tax deductions-money that should be automatically taken out of your wages for Federal Income Tax, State Income Tax and Social Security (Federal Insurance Contribution Act [FICA]. If taxes and FICA are not deducted from your pay, then you must set aside the money yourself for these purposes.

Tel.-telephone; telephone number
Temporary-with a definite date to stop
Title-official name for a person or a job
Typing speed-the number of words a person can type in one minute without making a mistake

Unemployed-having no job
Univ.-university
U.S.-United States

V.A.-Veteran's Administration
Valid-legal; acceptable
Veteran-a person who has been in the military service
Visa-permission from the United States government for a foreigner to stay in the United States
Volunteer-person who works without being paid

Wages-payment for work, usually hourly, daily, or for each piece of work
Wk.-week
Wkly-weekly
Worker's compensation-government insurance program that pays for time lost because of work-related illness and injury
WPM-words per minute

Yr.-year
Yrly-yearly

ZIP-the Post Office code that is part of every mailing address in the United States

&-and
$-dollars

JOB FINDER'S DICTIONARY

AA-Affirmative Action Employer
Ability-natural or learned skill
Accnt-accountant
Acctg.-accounting
Ad-advertisement
Adaptable-able and willing to change the way you do things
Admin.-administer; administrative; administration
Administration-management; the people who run a business or organization
Advancement-moving to a better job or getting more money
Affirmative Action Employer-employer following a plan to hire minorities and the handicapped
Aft.-after
Agcy-agency
Agency-private employment agency
Aide-person who helps; assistant
AM, A.M., a.m.-morning hours; hours from 12 o'clock midnight up to 12 o'clock noon
Ambitious-having a strong desire to get a better job, more money
Ans.-answer
Ap.-apply
Appearance-how a person looks to others
Applicant-person applying for a job
Application form-*see* Job application form
Apply-ask for employment
Apply in person-go to the place yourself, without telephoning or writing first
Apply this paper-address your letter of application to the given box number at the newspaper in which the ad appears
Appointment-a promise to meet at a certain time and place
Apprentice-person learning a skill or trade on the job
Approx.-approximately
App't, appt.-appointment
Apt.-aptitude; apartment
Aptitude-natural ability
Articulate-able to speak clearly
Assistant-person who helps
Ass't, asst.-assistant; assist
Attdt., attend.-attendant
Attn.-attention
Attr.-attractive
Avail.-available
Available-ready to start working

Background-your experience, knowledge, and education
Bankruptcy-legal action taken when a person or business cannot pay their bills
Base salary-money earned before commissions, bonuses, etc.
Ben., benfs., bens.-benefits
Benefits-things of value an employee gets from employer in addition to wages or salary, such as insurance
Bet., betw.-between
Bkkpg.-bookkeeping
Bldg.-building
Bond-insurance that pays an employer if an employee steals
Bondable-person an employer can get bond on; having a clean record
Bonus-an extra money payment from an employer, usually for excellent work
Box-an address for getting mail at a Post office or newspaper
Bus.-business

Care of-using the name and address of
Cert.-certificate; certified
Chauff. lic.-chauffeur's license; license needed to drive certain cars, trucks, and buses for a living
Clean-cut-having a neat and clean appearance
Clean record-having no criminal convictions; in driving, no accidents or driving violations
Clerk-person who does office work; person who works at a sales or service counter
Co.-company
C/O-care of
Col.-college
Comm.-commission; commensurate
Commensurate-equal to, in line with
Commission-money paid by employer to employee based on the cost of goods sold by the employee or the cost of the service the employee performed
Cond.-conditions
Confidential-secret
Corp.-corporation
Corporation-company
Couple-a husband and wife
Cple.-couple
Ctr.-center

Deg.-degree; college degree
Dep., depend-depending; dependable
Dependable-can be trusted to do what he or she is supposed to do
Dept.-department
Disability-condition that makes a person unable to

perform normally (being unable to walk is a physical disability, for example); payment made from a government insurance fund for illness or injury
Disc.-discount
Discount-less than the regular price
Div.-division; divorced
Draw vs. commission-people who work on commission "draw" money from their employer like a salary before they have earned it in commissions.
Dr. lic., driv. lic., drv. li.-driver's license
Dues-money paid to belong to an organization, such as a labor union
Duties-what you are required to do as part of your job

Employ-to give a job that pays wages or a salary
Employee-person who works for wages or a salary
Employer-person or organization that employs people
Employment-work; a job
Employment agency-business that brings together employers and job seekers to fill job openings
Entry-level-beginning; without experience
EOE, E.O.E.-Equal Opportunity Employer
Equal Opportunity Employer-employer that can prove it does not discriminate in hiring
Equiv.-equivalent
Eve.-evening
Ex., exp., expd., exper., exper'd, expr.-experience; experienced
Excel.-excellent
Experienced-having performed the same job duties before

F-female
FC, F.C., F/C full charge
Fee-money charged for a service performed; the charge for an employment agency's service; when used by itself, means that the applicant pays the fee
Fee neg.-fee negotiable
Fee negotiable-job applicant and employer will bargain about how the fee is to be paid
Fee paid-the employer pays the fee
Fee pd.-fee paid
Fee ref.-fee refunded
Fee refunded-job applicant pays the fee and is given the money by the employer after a certain time on the job
Fee reimbursed-same as fee refunded
Felony-any crime, usually serious, that is called a felony under federal or state law
Firm-business; when talking about salary, the employer will go no higher
Flex.-flexible
Flexible-able to change; changing
Fri.-Friday

Fringe Benefits-*see* Benefits
FT, F.T., F/T-full time
Full charge-having all the responsibility; without a supervisor
Full time-a regular work day
Future-a chance to move up to a better job, to make more money

Gd.-good
Gen.-general
GHW-general housework
Good references-people who will recommend you for a job
Grad., grads-graduate, graduates
Graveyard shift-a work schedule covering the early hours of the morning
Group insurance-health insurance you can buy at a lower cost because you are a member of a group, such as the employees of a company
Guar.-guaranteed
Guaranteed-promised

H-handicapped
Handicapped-person with a physical or mental condition that makes them unable to perform normally, such as the blind, deaf, etc.
Health insurance-insurance that pays your medical bills
Helper-person who helps another to perform job duties; assistant
Help Wanted Ads-newspaper or magazine advertisements offering employment
Hire-to give a job to; employ
Hosp.-hospitalization
Hospitalization-the part of your health insurance that pays hospital bills
Hourly rate-the amount of money paid by the hour
Housekeeper-person employed to keep house in a private home, or to perform such duties in a hospital, hotel, etc.
Hr., hrs.-hour, hours
Hrly-hourly
HS, H.S.-high school
Hskpr.-housekeeper

ICC lic.-Interstate Commerce Commission license; license needed to drive big trucks
Immed.-immediately
Incl.-include; includes; including; inclined
Inclined-interested
Indiv.-individual
Info.-information
Ins.-insurance
Insurance-a plan that protects you against loss of money
Interv.-interview

Interview-a meeting about a job between a job applicant and an employer
Int'l-international

Job application form-background information form a job applicant fills out for an employer when applying for a job
Jr.-junior
Junior-a person with little or no experience

K-thousand, such as $9K for $9,000

Laborer-person who performs unskilled physical work
Lg.-large
Lic.-license; sometimes used in ads to show that the advertiser is a private employment agency
License-a government permit to work in a profession or trade or to operate certain machinery
Light-a small amount
Lite-light
Live in-must live at place of employment
Live out-place to live not provided by employer
Loc.-located; location
Lt.-light

M-male
M-F, M/F-Monday through Friday; male and female
Maint.-maintenance; maintain
Maintenance-job of keeping things in good working condition
Manager-the person in charge of an operation
Marital Status-whether a person is single, married, divorced, separated, or a widow (woman) or widower (man)
Mature-adult; grown up; serious
Mech.-mechanic; mechanical
Med.-medical
Mgmt.-management
Mgr., mngr.-manager
Mil.-military
Min.-minimum
Minimum-lowest
Minor-person under the age of 18
Mnly-monthly
Mo., mos.-month, months
Mon., Mond.-Monday
Motivated-having need, desire, or strong reason to do something

Nat., natl., nat'l-national
Nec.-necessary
Neg.-negotiable
Negotiable-*see* Fee negotiable
Nite-night
No.-number
Nr.-near

Occ.-occupation; occupational
Ofc.-office
Openings-jobs available
Opportunity-job that can become a career; a chance for advancement
Oppty-opportunity
Oriented-in the direction of; inclined
Own transportation-must own a car or have other means of transportation

Part time-part of a regular work day or week
Pd.-paid
Pen.-pension
Pension program-plan through which people receive money payments after a certain age when they are no longer working
Per-for each
Perm.-permanent
Permanent-with no definite date to stop
Pers.-person; personnel
Personal interview-job interview that takes place in person and privately
Personnel-workers, employees; personnel department
Personnel department-that part of an organization concerned with the employees, usually including the hiring of new employees
Personnel manager-the person in charge of a personnel department
Ph.-telephone; telephone number
Phone-telephone
Piecework-workers are paid for each piece of work completed
Plus-and; in addition to; an advantage
PM, P.M., p.m.-afternoon and evening hours; from 12 o'clock noon up to 12 o'clock midnight
P.O.-Post Office
Pos.-position
Position-job
Positions Wanted ads-newspaper or magazine advertisements by people seeking employment
Potential-something that may develop
Pref.-prefer; preferred; preference
Preferred-chosen before others
Previous-that which has already taken place; earlier
Princ.-principals
Principals only-only those directly concerned; statement sometimes placed in ads to show that the employer or job seeker will not deal through employment agencies
Prod.-production; product; produce
Prof.-professional

Proficient-highly skilled through training and practice
Profit-sharing-a plan through which a business shares its profits with its employees; usually a pension program
Prog.-program
PT, P.T., P/T-part time

Qual.-qualified; qualifications
Qualifications-the things that make an employer want to hire you--skills, education, experience, etc.
Qualified-person with the qualifications to perform a job

Rec.-recent
Receptionist-the person who greets visitors and callers in a place of business
Ref., refs.-references; refunded
References-people an employer can ask about your character and ability
Register-to become listed; to apply
Rel.-reliable
Reliable-can be counted on to perform duties at all times
Relocate-make a permanent move from one place to another
Req., Req'd.-required
Res.-resume; residence; residential
Resp.-responsible; responsibilities
Responsibilities-duties
Responsible-can be trusted to do what he or she is supposed to do
Resume-a short summary of your background and qualifications
Ret.-retirement
Rm.-room
Room and board-a place to live and meals

Sal.-salary
Salary-an amount of money paid regularly for work performed
Salary negotiable-employer will decide on the salary for a job after discussing it with the job applicant
Salary open-same as salary negotiable, but hints that the employer is willing to pay more than usual
Salary plus bonus-a bonus is paid, under certain conditions, in addition to the regular salary
Salary plus commission-a commission is paid, usually on sales, in addition to the regular salary
Sat.-Saturday
Scale-the wage set for the work by union agreement
Seasonal-during certain seasons, such as summer, Christmas, or harvest seasons
Senior-a person with a lot of experience
Sep.-separated, separate
Serv.-service
SH., S.H., S/H-shorthand
Shift-a scheduled period of work in places where there is more than one work period a day
Site-place where construction is going on
Skill-something a person has learned to do well
Sm.-small; some
Sober-does not get drunk on alcohol; to some employers, means does not use alcohol or drugs at all
Social Security number-the number on a person's Social Security card; needed for most jobs before a person can be hired
Soliciting-asking people to buy or give something
Solicitor-a person who solicits
Spouse-a husband or wife
Sr.-senior
Start to-highest beginning salary
Subsidized-partly or completely paid for
Subst.-substitute
Sun.-Sunday
Supervisor-person responsible for seeing that others do their jobs
Svc.-service

Tasks-duties; work
Tech.-technical; technician
Tel.-telephone; telephone number
Temp., temps-temporary, temporaries
Temporary-with a definite date to stop; person working at a temporary job
Thru-through
Tips-money received from customers for the performance of services; most waiters and waitresses, for example, count on tips much more than their small salaries
To start-beginning salary
Trainee-person being taught job skills
Trans., transp.-transportation
Transportation-means of getting from one place to another
Trk.-truck
Tues.-Tuesday
Typ., typg.-typing
Typing speed-the number of words a person can type in one minute without making a mistake

Union-labor union; an organization that speaks for employees in dealings with employers
Union shop-place where every employee must be a member of the union

Vac.-vacation
Vacation-period of time away from work for rest and relaxation
Valid-legal; acceptable

Variable-changing
Veteran-person who has been in the military service
Vic.-vicinity
Vicinity-somewhere near
Voc.-vocational
Volunteer-person who works without being paid

W/-with
Wages-payment for work, usually hourly, daily, or as piecework
Wed.-Wednesday
Well-groomed-very neat and well-dressed
Will train-no experience necessary; job skills will be taught
Wk.-week
Wkdys-week days
Wkends-weekends
Wkly-weekly
Working conditions-all that has to do with physical and mental well-being on the job
Wpm-words per minute

Yr.-year
Yrly-yearly

Zip-the Post Office code that is part of every address in the United States

+ plus; and
&-and
$$-dollars; money; salary

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